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ABSTRACT

The document presents exercises, documentation, and summaries from the second assessment of music by the National Assessment of Educational Progress (NAEP). Objectives were to test 9-, 13-, and 17-year-old students' ability to value music as an important realm of human experience, to identify the elements and expressive controls of music, and to identify and classify music historically and culturally. The document is divided into three parts. Part I discusses the process that occurred during the various stages of development of the assessment, describes the assessment procedures, and outlines the documentation that accompanies each exercise. Part II lists the cognitive and affective objectives and subobjectives and discusses guidelines for the degree of emphasis to be placed on each. Part III presents the 86 exercises which are mainly multiple choice items. Documentation accompanies each exercise, noting the objective and subobjectives, exercise type, administration mode, stimulus used, age group, total time in seconds, and source information when relevant. For the six open-ended exercises, scoring guides are included. Correct answers are marked on the exercise sheets. Unlike the first assessment, no performance or creative music writing exercises are included. (CK)

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THE SECOND ASSESSMENT OF MUSIC, 1978-79

RELEASED EXERCISE SET

No. 10-MU-25

SP 012 915

by the
National Assessment of Educational Progress
Education Commission of the States
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INTRODUCTION

The National Assessment of Educational Progress (NAEP) has completed two assessments of music -- the first conducted during 1971-72 and the second during 1978-79. NAEP reports on the nation's educational progress by replicating testing conditions, including the exercises, as nearly as possible from assessment to assessment. After each assessment, part of the exercises are kept confidential and used in subsequent assessments. The remaining exercises are released for use by interested educators.

This volume contains the released exercises from the second assessment of music. Also included are exercise documentation, scoring guides and a brief summary of the processes used to assess music. Exercises and documentation for the exercises are in a loose-leaf format to facilitate sorting and copying. The documentation has been kept to a minimum, and each part of the documentation is explained in Part 1, Section 3.

Detailed information about objectives is found in the objectives booklet (Music Objectives, Second Assessment, 1980), which is included with this loose-leaf set. Information about exercise development, administration, sampling and other procedures will be documented in the Procedural Handbook: 1978-79 Music Assessment (forthcoming).

The released exercise set includes affective exercises (Objective I), cognitive exercises (Objectives IV and V) and background questions. Exhibit 1 illustrates the number of released exercises by objective and age group or combination of age groups.

EXHIBIT 1. Number of Released Exercises by Objective and Age Group or Combination of Age Groups

	Objective I (Affective)	Objective IV (Notation, Terminology)	Objective V (Music History)
Age 9 only	3	5	4
Age 13 only	1	--	--
Age 17 only	5	3	3
Ages 9 and 13	3	4	3
Ages 13 and 17	7	7	9
Ages 9, 13 and 17	8	16	3

Most of the music exercises are multiple-choice, with a machine-scorable oval to the left of each response choice. Six exercises were hand scored. Three of these six require matching items from one column to items in a second column, and three require drawing the response on the exercie. The scoring guides used to categorize the responses for these six exercises are included with the respective exercise and its documentation.

The information in the remainder of this released exercise set is divided into three parts:

Part I is divided into three sections:

Section 1 is a brief summary of the processes that occurred during the various stages of development of the second assessment. The information in this section will provide the reader with a background and a better perspective on what the exercises in this set represent.

Section 2 briefly describes NAEP's assessment procedures.

Section 3 describes the documentation that accompanies each exercise.

Part II lists the released cognitive and affective items, including items used to measure change between 1971-72 and 1978-79, by objective and subobjective.

Part III presents the affective and cognitive exercises, including the released change exercises from the first assessment of music. Each exercise is accompanied by its documentation and, for the six open-ended exercises, scoring guides.

WORKS CITED

Music Objectives, Second Assessment, 1978-79 Assessment. Denver, Colo.: National Assessment of Educational Progress, Education Commission of the States, 1980. ISBN 0-89398-186-9.

Procedural Handbook: 1978-79 Music Assessment, Report no. 10-MU-40, 1978-79 Assessment. Denver, Colo.: National Assessment of Educational Progress, Education Commission of the States (forthcoming).

PART 1

PROCESSES, PROCEDURES AND DOCUMENTATION

Section 1: Developmental Procedures

Many of the procedures and processes used by National Assessment during the various phases of development are unique to NAEP. For the benefit of those unfamiliar with some of the terminology used throughout this report, a glossary is provided below:

Change exercise. An exercise originally used in the 1971-72 assessment that was readministered in 1978-79 to determine any change over time in performance.
Exercise. An assessment question or item.
First assessment. Music assessment that occurred in 1971-72.
Hand scoring. A process of using trained people to score an exercise rather than using a machine.
NAEP number. A unique identification number assigned to each exercise.
Package. A booklet of exercises.
Released exercise. An item available for public use.
Scoring guides. A set of very detailed instructions on how to score an open-ended exercise.
Second assessment. Music assessment that occurred in 1978-79.
Tryouts. A pretest of music exercises.
Unreleased exercise. An item held secure from public use to be administered again in the next assessment to determine changes in music performance.

Objectives Development

Development of the objectives for the second music assessment occurred during 1972-73. It began with the first assessment objectives being critically reviewed, then specifications and requirements were established for the "new" set of objectives to be developed. Over 90 music educators met many times to write, edit and revise the objectives. A lay group also met to review the drafted objectives.

General requirements for exercise development as well as measurement and content requirements were discussed by these music educators and music specialists. Objectives were assigned weights that reflected the relative importance of each objective and subobjective for each age group.

Exercise Development

The development of the second assessment of music was originally intended to take place from July 1973 through January 1975. However, because of

scheduling difficulties and budget constraints, the development of the music exercises did not begin until February 1977. At this time, a special music advisory committee met to determine the direction of the second assessment. The music exercises not released in the 1971-72 music assessment were reviewed, and the needs for the second assessment were determined.

Exercise Writing

The first phase of exercise writing was conducted in February and March of 1977. Many music educators and music specialists wrote (constructed) the music exercises for the three age groups to be assessed: 9-year-olds, 13-year-olds and 17-year-olds.[1] This writing phase was followed by an exercise review and preparation of exercises for tryouts in April.

The second phase of exercise writing occurred in June, July and August of 1977. Following exercise reviews, these exercises were prepared for tryouts in October.

The techniques that typically were used for exercise writing are listed below:

1. First, the music educators and music specialists were oriented to National Assessment, to what was to be accomplished during the writing conference and to the music objectives. Any questions they had were answered.

2. Following the group orientation, individuals would tackle writing for a period of time -- usually about one hour. This would be followed by a small group review, more individual writing, small group review, etc.

3. The final step brought all the writers together for a large group review, editing and discussion session.

Funding difficulties during the music development prevented the assessment of the music performance (singing, playing, improvising or creating music) exercises. Therefore, not all of the music objectives were assessed.

Tryouts

Tryouts, or pretesting, is a process whereby potential music exercises are administered to small groups of students under conditions as close as possible to the actual assessment conditions. The tryouts of the music exercises were done to obtain information about difficulty levels, timing or problems with administration.

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[1]During some years National Assessment has administered exercises to supplementary samples of 17-year-olds who were not in school. However, during the 1978-79 assessment, only 17-year-olds enrolled in school were sampled.

A sample of about 100 students was used for each tryout package. These students were drawn from four different schools in three size- and type-of-community areas. Two of the four schools were chosen from the "disadvantaged-urban" area, which usually yields low performers. One school was chosen from a "medium city" with preference to selecting accelerated students or consistently high performing students. The fourth school selected was from a "small place," an area that usually yields middle performers.

The exercises were assigned to assessment packages so that packages contained a balance of difficult and easy items, a similar number of exercises per package, a similar number of exercises with stimuli, etc.

Following tryouts, packages were scored. The data from the item analyses done for the packages, along with the comments from the students and school personnel, were used as part of the criteria in the review and selection processes.

Lay Review

A review of the music exercises was done by a group of lay persons. The purpose of this conference is to obtain opinions of persons interested in education who were not specifically music educators or subject-matter experts in music. The lay review group critically reviewed the pool of music exercises, determining where additional attention needed to be focused. Special attention was given to items that, because of wording or content, might be offensive to ethnic or cultural minorities or items to which children should not be exposed. The group individually rated each exercise; these ratings were used to help select the items for the assessment.

Exercise Review and Selection

Two reviews by subject-matter experts were held in December 1977 to review the entire pool of music exercises. These two groups narrowed the pool of exercises to those they considered to be the best.

Another group of music consultants met in January 1978 to select music exercises for the assessment from the smaller pool chosen by the review groups. The objectives weightings that had been determined previously (and readjusted since omitting the music performance exercises in the second assessment) were a major factor in determining the number of exercises selected for each objective and each age group. The new result of the selection process for the 1978-79 assessment is:

Age 9 -- 77 minutes of exercises
Age 13 -- 81 minutes of exercises
Age 17 -- 86 minutes of exercises

Packaging

The music exercises selected for the assessment were then divided into packages (booklets of exercises). Each package contained about 35 minutes of exercise time.

The 1978-79 assessment was a combined assessment of music, art and writing. Packages of exercises included either music and writing exercises or art and writing exercises. Because of the length of many of the art and writing exercises and because of the many materials used during the assessment of art and writing, only two areas were packaged together to avoid administration problems.

Each package was accompanied by a paced audio tape comprising the text and response choices for each exercise and also instructions telling the respondents when to proceed to the next exercise. This tape was played to the respondents during the exercise administration to minimize the effects of any reading difficulties. The total administration time for each package, including introduction, sample exercises and background questions, was about 45 minutes.

Section 2: NAEP Assessment Procedures

The exercises were administered to 9-year-olds, 13-year-olds and 17-year-olds attending school. Some exercises were administered to only one age group, others to two or more age groups. Each package of exercises was administered to a national representative sample of about 2,500 students. No student took more than one package.

The age groups and assessment dates of each group follow:

Age Groups	Birthdates	Assessed During
13-year-olds	January to December 1965	October to December 1978
9-year-olds	January to December 1969	January to February 1979
17-year-olds	October 1961 to September 1962	March to May 1979

Section 3: Exercise Documentation

Each exercise in this released set is reproduced essentially as it was seen by the respondent. It is accompanied by documentation containing information about the exercise administration. This information is described using Exercise R 6-502060-A1A-12 as an example.

Music Exercise Documentation

A. NAEP #: R 6-502060-A1A-12

B. Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

B. Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

C. Exercise Type: Multiple Choice

D. Scoring Type: Machine Scored

E. Administration Mode: Group

F. Stimulus Used: Music Excerpt

A. Age Overlap: 9 13

G. Total Time in Seconds: 0039 0037

H. Source Information:

Johann Strauss, "Vienna Blood" (excerpt), The Blue Danube -- A Johann Strauss Festival, The Philadelphia Orchestra, Eugene Ormandy, Conductor, Columbia Records (CBS Records) MS-6217, Used by permission of CBS Records.

A. NAEP #

For each exercise in this released exercise set, a NAEP number has been assigned for documentation and reference purposes. The NAEP number contains information that may be helpful to the reader. Following is an explanation, using the example shown above (R 6-502060-A1A-12):

R -- released exercise.

6 -- indicates that this is a music exercise (as are all the exercises in this set).

502060 -- is a six-digit number that indicates the objective and subobjective. In our example, the first digit (5) indicates Objective V; the third digit (2) indicates Subobjective B; and the fifth and sixth (60) digits are unique numbers given to each exercise.

For all music exercises assessed for the first time in 1978-79 (Year 10), this six-digit numbering scheme indicates the objective

and subobjective as shown in Part B, below. The 1971-72 (Year 03) music exercises were assigned to 1978-79 objectives, but the numbers were not changed. Therefore, this numbering scheme cannot be applied to the exercises from the 1971-72 assessment. Exhibit 5 can be used to cross-reference the Year 03 music exercises with Year 10 objectives, Year 03 objectives and Year 03 reporting themes.

A1A -- indicates that this exercise is a 1978-79 (Year 10) music exercise used for the first time in 1978-79. If 32A is used instead of A1A, the exercise is a 1971-72 (Year 03) music exercise used for the second time in Year 10.

12 -- indicates the ages for which the exercise was used. Numbers 1 and 2 refer to ages 9 and 13, respectively. The number 3 indicates age 17.

B. Year 10 Objective and Year 10 Subobjective

These lines show the 1978-79 objective and subobjective that an item measures. Since music performance was not assessed, there are only three objectives for which exercises were developed for the second music assessment. The 1978-79 objectives as well as a key for the six-digit number are given below:

Six-Digit #	1978-79 Music Objective
100000	I. Value Music as an Important Realm of Human Experience
101000	A. Be affectively responsive to music
102000	B. Be acquainted with a variety of music of different nations, cultures, periods, genres and ethnic groups
103000	C. Value music in the life of the individual, family and community
104000	D. Make and support aesthetic judgments about music
Not assessed	II. Perform Music
	A. Sing (without score)
	B. Play (without score)
	C. Sing or play from a written score
	D. Play or sing a previously prepared piece
Not assessed	III. Create Music
	A. Improvise

B. Represent music symbolically
   1. Arrange
   2. Compose

400000 IV. Identify the Elements and Expressive Controls of Music

401000 A. Identify the elements of music
   1. Rhythmic organization
   2. Pitch organization
   3. Tone quality

402000 B. Identify the relationship of elements in a given composition

403000 C. Demonstrate an understanding of a variety of musical terms, expression markings and conducting gestures in a musical context

500000 V. Identify and Classify Music Historically and Culturally

501000 A. Identify and describe the features that characterize a variety of folk, ethnic, popular and art music

502000 B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period

503000 C. Cite examples of ways in which man utilizes music in his social and cultural life

More detailed information about the 1978-79 music objectives can be found in Music Objectives, Second Assessment (1980), included with this released exercise set.

C. Exercise Type

With the exception of six change exercises (from the 1971-72 assessment), all released cognitive and affective exercises are multiple-choice.

D. Scoring Type

Multiple-choice exercises were scored by machine. The six open-ended exercises were scored by a staff of specially trained scorers.

To help assure consistent scoring, National Assessment developed detailed scoring guides for these open-ended exercises. The scoring guides define acceptable and unacceptable responses for each exercise. Each open-ended exercise is accompanied by its scoring guide as part of its documentation.

Scoring quality control. As part of the quality-control procedures used during scoring, a 15-25% sample of the open-ended exercises was rescored by a second scorer. This was done to monitor scorers' consistency and to identify problems. The scores were then merged and tallied for agreement. Exhibit 2 shows the percentage of total agreement between scorers and the number of exercises rescored by a second scorer. The high percentages of agreement shown in Exhibit 2 indicate that these open-ended music exercises can be reliably scored by one scorer.

EXHIBIT 2. Average Percentage of Scorer Agreement for Open-Ended, 1978-79 Music Exercises

NAEP Number	Average % Agreement	# in Sample	% of Assessment Sampled
	Age 9		
R 6-203001-32A-123	95.6	385	15
R 6-203015-32A-123	99.2	377	15
R 6-401003-32A-123	97.9	632	25
	Age 13		
R 6-203001-23A-123	95.1	384	15
R 6-203015-32A-123	97.9	379	15
R 6-401003-32A-123	97.5	633	25
R 6-403001-32A-23	100.0	384	15
R 6-404003-32A-23	99.0	379	15
	Age 17		
R 6-203001-32A-123	97.6	379	15
R 6-203015-32A-123	98.7	383	15
R 6-401003-32A-123	95.8	378	15
R 6-403001-32A-23	100.0	378	15
R 6-404003-32A-23	100.0	379	15
R 6-404004-32A-3	99.5	386	15

E. Administration Mode

All exercises in the 1978-79 music assessment were administered to groups of students rather than in a one-on-one interview mode.

F. Stimulus Used

The type of stimulus used for an exercise can range from aural stimuli only to visual stimuli, or a combination of both. Types of stimuli used are indicated below:

Aural only. Music excerpt -- one or more aural stimuli heard. For most exercises, this is a brief excerpt taken from a recording or a taped, brief excerpt of a live performance.

Aural and visual. Each of the following types of stimuli combine a music excerpt of a recorded piece of music or an excerpt from a taped, live performance plus the type of visual stimulus indicated:

1. Printed line or music and music excerpt
2. Artwork, pictures or graphics and music excerpt
3. Line drawings or nontraditional music notation and music excerpt
4. Printed rhythm pattern and played rhythm pattern

Visual only. The following types of visual stimuli appear without aural stimuli:

1. Artwork, pictures or graphics
2. Music notation
3. Printed line of music

A stimulus tape containing all the music excerpts used with the released exercises is available for purchase from National Assessment.

G. Total Time in Seconds

Exercise packages were administered by a paced audio tape. For each age group, the total time allowed (in seconds) for an exercise in the 1978-79 assessment is shown on the documentation page following each exercise. The total time comprises the time allotted for reading the exercise, for hearing the audio stimulus, if part of the exercise, and for responding to the exercise. Breakdowns of times for exercise reading, audio stimulus and response, if needed, are available from National Assessment. Times given for exercises measuring change are the 1978-79 assessment times.

H. Source Information

Where applicable, source information is defined on the exercise documentation with the exercises. For each stimulus, permission was secured for use by National Assessment as well as outside users. Few permissions were refused; for those exercises for which permission was not given, the documentation indicates the refusal.

Data for Released Exercise Set

At the time of printing this released exercise set, achievement data were not available for each exercise. However, performance levels for each exercise will be available in the coming months in a separate report.

WORK CITED

Music Objectives, Second Assessment, 1978-79 Assessment. Denver, Colo.: National Assessment of Educational Progress, Education Commission of the States, 1980. ISBN 0-89398-186-9.

PART 2

COGNITIVE AND AFFECTIVE EXERCISES BY OBJECTIVE AND SUBOBJECTIVE

Cognitive Exercises From the 1978-79 Music Assessment

In preparing specifications for exercise writing and development, guidelines were established by music educators for the degree of emphasis to be placed on each music objective and subobjective. With the loss of music performance in the 1978-79 assessment, the original weightings were redistributed to the existing three objectives. Exhibit 3 lists released cognitive exercises by objective and subobjective.

Year 03 (1971-72) exercises were reassigned to Year 10 (1978-79) objectives and subobjectives. The Year 10 exercises will follow the NAEP number classification scheme explained in SEction 3, Part 1. However, the Year 03 exercises do not follow the classification scheme. Exhibit 5 shows Year 03 exercises with a cross reference to Year 10 objectives, Year 03 objectives and Year 03 reporting themes (the theme used for the purpose of report writing in Year 03).

EXHIBIT 3. Released Cognitive Exercises by Objective and Subobjective

<u>Objective IV: Identify the Elements and Expressive Controls of Music</u>

Subobjective A: Identify the elements of music:
1. Rhythmic organization,
2. Pitch organization,
3. Tone quality.

R 6-202004-32A-1	R 6-301028-32A-1	R 6-401005-32A-123
R 6-202007-32A-3	R 6-301030-32A-123	R 6-401057-A1A-123
R 6-203001-32A-123	R 6-301037-32A-23	R 6-401058-A1A-12
R 6-203015-32A-123	R 6-301040-32A-23	R 6-401060-A1A-1
R 6-301003-32A-12	R 6-401001-32A-123	R 6-401062-A1A-12
R 6-301009-32A-123	R 6-401003-32A-123	R 6-401063-A1A-123
R 6-301010-32A-123		R 6-401065-A1A-1
R 6-301011-32A-123		

Subobjective B. Identify the relationships of elements in a given composition.

R 6-301048-32A-23	R 6-401014-32A-3	R 6-402050-A1A-1
R 6-302008-32A-123		R 6-402051-A1A-23

Subobjective C: Demonstrate an understanding of a variety of musical terms, expression markings and conducting gestures in a musical context.

R 6-201004-32A-123	R 6-201010-32A-123	R 6-403054-A1A-3
R 6-201005-32A-123	R 6-201011-32A-23	R 6-403057-A1A-12
R 6-201008-32A-123	R 6-201012-32A-23	R 6-403061-A1A-23

Objective V: Identify and Classify Music Historically and Culturally

Subobjective A: Identify and describe the features that characterize a variety of folk, ethnic, popular and art music.

R 6-303006-32A-23	R 6-501052-A1A-123	R 6-501057-A1A-123
R 6-501050-A1A-12	R 6-501054-A1A-23	R 6-501059-A1A-23

Subobjective B: Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

R 6-304004-32A-23	R 6-404004-32A-3	R 6-502054-A1A-3
R 6-304005-32A-23	R 6-502050-A1A-23	R 6-502057-A1A-123
R 6-403001-32A-23	R 6-502052-A1A-3	R 6-502060-A1A-12
R 6-404003-32A-23		R 6-502069-A1A-1

Subobjective C: Cite examples of ways in which man utilizes music in his social and cultural life.

R 6-303004-32A-1	R 6-503051-A1A-1	R 6-503052-A1A-1
R 6-503050-A1A-23		R 6-503053-A1A-12

Affective Exercises From the 1978-79 Music Assessment

Music educators agree that aesthetic sensitivity, not just positive attitudes toward music, is the ultimate goal of music education. Most students have some favorable attitudes toward music, but these attitudes measure only a small part of the entire affective domain.

In an effort to measure more of the affective domain than just attitudes toward music, a stronger emphasis was placed on affective measurement in the 1978-79 music assessment with specific directions intended to:

1. Determine interrelationships between the state affective values and cognitive achievement;

2. Determine what aspects in addition to formal education play a major role in developing musical attitudes and values.

The affective music exercises are organized into four subobjectives under Objective I. Exhibit 4 lists all released affective exercises by subobjective.

EXHIBIT 4. Released Affective Exercises
by Objective and Subobjective

Objective I: Value Music as an Important Realm of Human Experience

Subobjective A: Be affectively responsive to music

R 5-101050-A1A-123
R 6-101051-A1A-123
R 6-101052-A1A-123

Subobjective B: Be acquainted with a variety of music of different nations, cultures, periods, genres and ethnic groups

R 6-102050-A1A-123
R 6-102051-A1A-3
R 6-102052-A1A-12
R 6-102053-A1A-23
R 6-102054-A1A-12

Subobjective C: Value music in the life of the individual, family and community

R 6-103051-A1A-3
R 6-103052-A1A-123
R 6-103053-A1A-123
R 6-103056-A1A-1
R 6-103057-A1A-23
R 6-103058-A1A-12
R 6-103059-A1A-123
R 6-103060-A1A-3
R 6-103061-A1A-3
R 6-103062-A1A-1
R 6-103063-A1A-23
R 6-103064-A1A-123
R 6-103065-A1A-23
R 6-600013-32A-23
R 6-600018-32A-23
R 6-600019-32A-23

Subobjective D: Make and support aesthetic judgments about music

R 6-104050-A1A-3
R 6-104051-A1A-1
R 6-104052-A1A-2

Background Questions

Background questions were included in every package at an age to obtain information that will be used in analyzing the interrelationship between the affective values and cognitive achievement. Those background questions are included with the affective exercises and are the first three exercises in Part 3 of this released set:

R 6-000091-A1A-1
R 6-000131-A1A-123
R 6-000132-A1A-23

Released Change Exercises

The 1978-79 music assessment included exercises from the 1971-72 music assessment. These exercises were included to measure change in performance from the earlier assessment. These 1971-72 exercises have been reclassified by the 1978-79 objectives and are found with the 1978-79 affective and cognitive exercises in this released exercise set. More detailed information about the 1971-72 music objectives can be found in Music Objectives (1970), available from National Assessment.

For reporting purposes, exercises in the 1971-72 assessment were assigned a reporting theme number. The theme number and the 1971-72 objective indicators do not appear on the 1978-79 documentation pages included in this volume. Exhibit 5 can be used to cross reference these change exercises with 1978-79 objectives. A brief summary of the 1971-72 objectives and the 1971-72 reporting themes is given below:

Year 1971-72 Music Reporting Themes:

I. Musical Performance (not reassessed in 1978-79)

II. Symbolic Representation of Musical Concepts
   A. Vocabulary
   B. Basic notation
   C. Score reading

III. Instrumental and Vocal Media
   A. Aural recognition
   B. Visual recognition
   C. Performance practices

IV. Music History and Literature
   A. Periods of music history
   B. Musical genres and styles
   C. Music literature

V. Interests In and Attitudes Toward Music

1971-72 Music Objectives:

I. Perform a Piece of Music (not reassessed in 1978-79)

II. Read Standard Musical Notation
   A. Identify the elements of notation, such as clefs, letter names of notes, duration symbols, key signatures and dynamic markings
   B. Identify the correct notation for familiar pieces
   C. Follow notation while listening to music
   D. Sight-sing

III. Listen to Music With Understanding
   A. Perceive the various elements of music, such as timbre, rhythm, melody and harmony, and texture
   B. Perceive structure in music
   C. Distinguish some differing types and functions of music
   D. Be aware of (and recognize) some features of historical styles in music

IV. Be knowledgeable About Some Musical Instruments, Some of the Terminology of Music, Methods of Performance and Forms, Some of the Standard Literature of Music and Some Aspects of the History of Music
   A. Know the meanings of common musical terms used in connection with the performance of music, and identify musical instruments and performing ensembles in illustrations
   B. Know standard pieces of music by title or composer, or brief descriptions of the music, or of literacy-pictoral materials associated with the music from its inception

C. Know prominent composers and performers by name and chief accomplishment
D. Know something of the history of music

V. Know About the Musical Resources of the Community and Seek Musical Experiences by Performing Music
A. Know whether or not there are music libraries and stories in the community, and know where concerts are given
B. Seek to perform music by playing, singing, taking lessons, joining performing groups, etc.

VI. Make Judgments About Music and Value the Personal Worth of Music
A. Distinguish parodies from their models
B. Be able to describe an important personal "musical" experience

WORK CITED

Music Objectives, 1971-72 Assessment. Denver, Colo.: National Assessment of Educational Progress, Education Commission of the States, 1970. ERIC no. ED 063 197. ISBN 0-89398-175-3.

EXHIBIT 5. Released Change Exercises by 1978-79 Objective, 1971-72 Objective and 1971-72 Theme

NAEP Number	1978-79 Objective (Year 10)	1971-72 Objective (Year 03)	1971-72 Theme (Year 03)
R 6-201004-32A-123	IVC	IIA	IIB
R 6-201005-32A-123	IVC	IIA	IIB
R 6-201008-32A-123	IVC	IIA	IIB
R 6-201010-32A-123	IVC	IIA	IIB
R 6-201011-32A-23	IVC	IIA	IIB
R 6-201012-32A-23	IVC	IIA	IIB
R 6-202004-32A-1	IVA	IIB	IIC
R 6-202007-32A-3	IVA	IIB	IIC
R 6-203001-32A-123	IVA	IIC	IIC
R 6-203015-32A-123	IVA	IIC	IIC
R 6-301003-32A-12	IVA	IIIA	IIIA
R 6-301009-32A-123	IVA	IIIA	IIIA
R 6-301010-32A-123	IVA	IIIA	IIIA
R 6-301011-32A-123	IVA	IIIA	IIIA
R 6-301028-32A-1	IVA	IIIA	IIA
R 6-301030-32A-123	IVA	IIIA	IIA
R 6-301037-32A-23	IVA	IIIA	IIIA
R 6-301040-32A-23	IVA	IIIA	IIIA
R 6-301048-32A-23	IVB	IIIA	IIA
R 6-302008-32A-123	IVB	IIIB	IIA
R 6-303004-32A-1	VC	IIIC	IVB
R 6-303006-32A-23	VA	IIIC	IVB
R 6-304004-32A-23	VB	IIID	IVB
R 6-304005-32A-23	VB	IIID	IVB
R 6-401001-32A-123	IVA	IVA	IIIB
R 6-401003-32A-123	IVA	IVA	IIIB
R 6-401005-32A-123	IVA	IVA	IIIC
R 6-401014-32A-3	VB	IVA	IIA
R 6-403001-32A-23	VB	IVC	IVB
R 6-404003-32A-23	VB	IVD	IVA
R 6-404004-32A-3	VB	IVD	IVA
R 6-600013-32A-23	IC	VI	V
R 6-600018-32A-23	IC	VI	V
R 6-600019-32A-23	IC	VI	V

PART 3

RELEASED MUSIC EXERCISES,
DOCUMENTATION AND SCORING GUIDES

000091-1

A. Are you being taught music in school this year?

- ⬭ Yes
- ⬭ No
- ⬭ I don't know.

B. Were you taught music in school last year?

- ⬭ Yes
- ⬭ No
- ⬭ I don't know.

C. Do you ever do each of the following activities in your school music class? Fill in one oval in each box on this and the next page.

In your school music class, do you

		Yes	No	I don't know.
1.	listen to music?	⬭	⬭	⬭
2.	sing just for fun?	⬭	⬭	⬭
3.	sing in a special music group such as a choir, chorus or glee club?	⬭	⬭	⬭
4.	play a musical instrument just for fun?	⬭	⬭	⬭

(Continued)

In your school music class, do you

		Yes	No	I don't know.
5.	play a musical instrument in a special music group such as a band or orchestra?	⬭	⬭	⬭
6.	read about music or musicians?	⬭	⬭	⬭
7.	make up your own music?	⬭	⬭	⬭

D. Which one of the following things would you rather do if you had one free period a day in school? Choose only one.

⬭ Play a musical instrument

⬭ Draw or paint

⬭ Write a story

⬭ Sing in a musical group

⬭ Learn a foreign language

⬭ Listen to music

⬭ None of these

⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-000091-A1A-1

Year 10 Objective: Student Background Question

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 9

Total Time in Seconds: 0138

000131-1,2,3

Which of the following activities do you do outside of school? Fill in one oval in each box.

Outside of school, do you

		Yes	No	I don't know.
A.	listen to music?	⬭	⬭	⬭
B.	sing just for fun?	⬭	⬭	⬭
C.	sing with friends just for fun?	⬭	⬭	⬭
D.	sing in a church or community music group?	⬭	⬭	⬭
E.	play a musical instrument by yourself just for fun?	⬭	⬭	⬭
F.	play a musical instrument with friends just for fun?	⬭	⬭	⬭
G.	play a musical instrument in a church or community music group?	⬭	⬭	⬭
H.	take music lessons?	⬭	⬭	⬭
I.	make up your own music?	⬭	⬭	⬭

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DOCUMENTATION PAGE

NAEP #: R 6-000131-A1A-123

Year 10 Objective: Student Background Question

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0103	0091	0091

000132-2,3

Listed below are several kinds of music activities. Indicate how many years you have participated in each activity in school. Be sure to fill in one oval in each box.

Including elementary and junior high school, how many years have you taken or participated in

A. General Music Class or Music Appreciation?

Have Never Taken	Less Than 1 Year	1 to 2 Years	3 to 4 Years	5 or More Years
⬭	⬭	⬭	⬭	⬭

B. Choir, Chorus or Glee Club?

Have Never Taken	Less Than 1 Year	1 to 2 Years	3 to 4 Years	5 or More Years
⬭	⬭	⬭	⬭	⬭

C. Band or Instrumental Music?

Have Never Taken	Less Than 1 Year	1 to 2 Years	3 to 4 Years	5 or More Years
⬭	⬭	⬭	⬭	⬭

D. Orchestra?

Have Never Taken	Less Than 1 Year	1 to 2 Years	3 to 4 Years	5 or More Years
⬭	⬭	⬭	⬭	⬭

E. Introduction to Music, Music Literature or Music History?

Have Never Taken	Less Than 1 Year	1 to 2 Years	3 to 4 Years	5 or More Years
⬭	⬭	⬭	⬭	⬭

F. Music Theory Class or Music Composition?

Have Never Taken	Less Than 1 Year	1 to 2 Years	3 to 4 Years	5 or More Years
⬭	⬭	⬭	⬭	⬭

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DOCUMENTATION PAGE

NAEP #: R 6-000132-A1A-23

Year 10 Objective: Student Background Question

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0086	0089

101050-1,2,3

Can music change the way you feel?

- ⬭ Yes
- ⬭ No
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-101050-A1A-123

Year 10 Objective: 1. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: A. Be affectively responsive to music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0013	0010	0010

101051-1,2,3

You will now hear four different pieces of music. After each one is played, fill in one oval to indicate how much you like the music.

A.	How much do you like this music?			
	Very much	Some	Not very much	Not at all
	⬭	⬭	⬭	⬭
B.	How much do you like this music?			
	Very much	Some	Not very much	Not at all
	⬭	⬭	⬭	⬭
C.	How much do you like this music?			
	Very much	Some	Not very much	Not at all
	⬭	⬭	⬭	⬭
D.	How much do you like this music?			
	Very much	Some	Not very much	Not at all
	⬭	⬭	⬭	⬭

DOCUMENTATION PAGE

NAEP #: F 6-101051-A1A-123

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: A. Be affectively responsive to music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0161	0149	0151

Source Information:

Part A
Stephen C. Foster, "Old Folks Quadrilles" (excerpt), Stephen Foster's Social Orchestra: A Collection of Popular Melodies, The Columbia Social Orchestra, Gregg Smith, Conductor, Columbia Records (CBS Records) M-32577, Used by permission of CBS Records.

Part B
C. Perkins, "Daddy Sang Bass" (excerpt), The Johnny Cash Collection: His Greatest Hits, Volume II, Johnny Cash, performer, Columbia Records (CBS Records) KC-30887, Used by permission of CBS Records.

Part C
Antonin Dvorak, Slavonic Dance in A Flat, Opus 46, No. 3 (excerpt), The Cleveland Orchestra, George Szell, Conductor, Angel Records (Capitol Records, Inc.) S-36043, Used by permission of Capitol Records.

Part D
Beatles, "Come Together" (excerpt), The Beatles/1967-70, Capitol Records, Inc. SKBO 3404, Permission not given to release music.

101052-1,2,3

You will now hear four different pieces of music. After each one is played, fill in one oval to indicate how much you like the music.

A. How much do you like this music?

Very much	Some	Not very much	Not at all
⬭	⬭	⬭	⬭

B. How much do you like this music?

Very much	Some	Not very much	Not at all
⬭	⬭	⬭	⬭

C. How much do you like this music?

Very much	Some	Not very much	Not at all
⬭	⬭	⬭	⬭

D. How much do you like this music?

Very much	Some	Not very much	Not at all
⬭	⬭	⬭	⬭

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DOCUMENTATION PAGE

NAEP #: R 6-101052-A1A-123

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: A. Be affectively responsive to music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0146	0141	0146

Source Information:

Part A
Ludwig Van Beethoven, Fidelio (excerpt from Overture), Beethoven: The Four Leonores, The Cleveland Orchestra, George Szell, Conductor, Columbia Records (CBS Records) MS-7068, Used by permission of CBS Records.

Part B
Ramsey Lewis, "Wade in the Water" (excerpt), Solid Ivory, Chess Records (All Platinum Record Co., Inc.) 2ACH-9001.

Part C
Peter Illyich Tchikovsky, "Waltz of the Flowers" (excerpt), Nutcracker Suite, New York Philharmonic, Leonard Bernstein, Conductor, Columbia Records (CBS Records) MS-6193, Used by permission of CBS Records.

Part D
Gustav Theodore Holst, "Mercury" (excerpt), The Planets, Electronically performed by Isro Tomita, RCA Records ARL1-1919, Used by permission of RCA Records.

102050-1,2,3

Would you like to learn more about each of the following? Fill in one oval in each box.

A.	The music of Africa			
	Definitely Yes	Probably Yes	Probably Not	Definitely Not
B.	The music of the Orient			
	Definitely Yes	Probably Yes	Probably Not	Definitely Not
C.	The music of Western Europe			
	Definitely Yes	Probably Yes	Probably Not	Definitely Not
D.	The music of American Indians			
	Definitely Yes	Probably Yes	Probably Not	Definitely Not
E.	The music of Mexico			
	Definitely Yes	Probably Yes	Probably Not	Definitely Not

DOCUMENTATION PAGE

NAEP #: R 6-102050-A1A-123

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: B. Be acquainted with a variety of music of different nations, cultures, periods, genres and ethnic groups.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0081	0055	0052

102051-3

On this and the next page are some types of music or musical groups. How much do you like or dislike listening to each one? Fill in one oval in each box.

	Like very much	Like somewhat	No opinion	Dislike somewhat	Dislike very much
A. Stage band	⬭	⬭	⬭	⬭	⬭
B. Woodwind quintet	⬭	⬭	⬭	⬭	⬭
C. Classical guitar	⬭	⬭	⬭	⬭	⬭
D. Classical piano	⬭	⬭	⬭	⬭	⬭
E. Concert band	⬭	⬭	⬭	⬭	⬭
F. Country and Western music	⬭	⬭	⬭	⬭	⬭
G. Instrumental rock group	⬭	⬭	⬭	⬭	⬭
H. Chorus or choir	⬭	⬭	⬭	⬭	⬭

(Continued)

	Like very much	Like somewhat	No opinion	Dislike somewhat	Dislike very much
I. Rock group with singers	⬭	⬭	⬭	⬭	⬭
J. Small jazz group	⬭	⬭	⬭	⬭	⬭
K. Soul music group	⬭	⬭	⬭	⬭	⬭
L. Symphony orchestra	⬭	⬭	⬭	⬭	⬭
M. String quartet	⬭	⬭	⬭	⬭	⬭
N. Small vocal ensemble	⬭	⬭	⬭	⬭	⬭

DOCUMENTATION PAGE

NAEP #: R 6-102051-A1A-3

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: B. Be acquainted with a variety of music of different nations, cultures, periods, genres and ethnic groups.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 17

Total Time in Seconds: 0137

102053-2,3

If you could buy only one record or tape, which kind would you buy?

- ⬭ Jazz
- ⬭ Classical
- ⬭ Broadway musical
- ⬭ Country and Western
- ⬭ Rock
- ⬭ Soul
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-102053-A1A-23

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: B. Be acquainted with a variety of music of different nations, cultures, periods, genres and ethnic groups.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0024	0023

102054-1,2

Do you like to see live performances of each of the following kinds of music?

Fill in one oval in each box.

		Yes	No	I don't know.
A.	Rock	⬭	⬭	⬭
B.	Jazz	⬭	⬭	⬭
C.	Symphonic	⬭	⬭	⬭
D.	Opera	⬭	⬭	⬭
E.	Ballet	⬭	⬭	⬭
F.	Folk	⬭	⬭	⬭
G.	Country and Western	⬭	⬭	⬭
H.	Soul	⬭	⬭	⬭
I.	Religious music	⬭	⬭	⬭

DOCUMENTATION PAGE

NAIP #: R 6-102054-A1A-12

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: B. Be acquainted with a variety of music of different nations, cultures, periods, genres and ethnic groups.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 9 13

Total Time in Seconds: 0087 0066

103051-3

For each of the following statements, fill in one oval that best describes how much you agree or disagree with the statement.

A.	Sometimes when I'm alone, I play music or sing because of the way I feel.				
	Strongly Agree ⬭	Agree ⬭	No Opinion ⬭	Disagree ⬭	Strongly Disagree ⬭
B.	Music sometimes affects the way I feel.				
	Strongly Agree ⬭	Agree ⬭	No Opinion ⬭	Disagree ⬭	Strongly Disagree ⬭
C.	I would like to be able to write music.				
	Strongly Agree ⬭	Agree ⬭	No Opinion ⬭	Disagree ⬭	Strongly Disagree ⬭
D.	I would like to be able to play an instrument or sing.				
	Strongly Agree ⬭	Agree ⬭	No Opinion ⬭	Disagree ⬭	Strongly Disagree ⬭
E.	I would like to share musical experiences with others.				
	Strongly Agree ⬭	Agree ⬭	No Opinion ⬭	Disagree ⬭	Strongly Disagree ⬭

DOCUMENTATION PAGE

NAEP #: R 6-103051-A1A-3

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 17

Total Time in Seconds: 0063

103052-1,2,3

A. Which one of the following music activities would you rather do in school?

- ⬭ Listen to recorded music
- ⬭ Listen to live music
- ⬭ Perform music
- ⬭ Read about music

- ⬭ I don't know.

B. Which one of the following music activities would you rather do on your own?

- ⬭ Listen to recorded music
- ⬭ Listen to live music
- ⬭ Perform music
- ⬭ Read about music

- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-103052-A1A-123

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0058	0049	0042

103053-1,2,3

When you go to musical performances outside of school, do you go because

		Yes	No	I don't know.
A.	you like the groups that perform?	⬭	⬭	⬭
B.	you like the kind of music that is performed?	⬭	⬭	⬭
C.	your friends are going?	⬭	⬭	⬭
D.	your parents want you to go with them?	⬭	⬭	⬭
E.	your teacher at school requires you to go?	⬭	⬭	⬭

DOCUMENTATION PAGE

NAEP #: R 6-103053-A1A-123

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0055	0047	0056

103056-1

How important do you think music is?

- ⬭ Very important
- ⬭ Somewhat important
- ⬭ Not very important
- ⬭ Not important at all
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-103056-A1A-1

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 9

Total Time in Seconds: 0020

103057-2,3

How important do you think music is in our society?

- ⬭ Very Important
- ⬭ Somewhat Important
- ⬭ Not Very Important
- ⬭ Not Important At All

- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-103057-A1A-23

Year 10 Objective: 1. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0016	0016

103058-1,2

A. Would you like to be able to play an instrument when you are an adult?

- ⬭ Yes
- ⬭ No
- ⬭ I don't know.

B. Would you like to be able to sing in a musical group when you are an adult?

- ⬭ Yes
- ⬭ No
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-103058-A1A-12

Year 10 Objective: 1. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13
Total Time in Seconds:	0029	0026

103059-1,2,3

How much are your opinions about music influenced by each of the following?

Fill in one oval in each box.

A.	My opinions about music are influenced by school music groups.			
	Very much	Somewhat	Not very much	Not at all
B.	My opinions about music are influenced by church music groups.			
	Very much	Somewhat	Not very much	Not at all
C.	My opinions about music are influenced by other music groups in my community.			
	Very much	Somewhat	Not very much	Not at all
D.	My opinions about music are influenced by the music I listen to on the radio.			
	Very much	Somewhat	Not very much	Not at all
E.	My opinions about music are influenced by musical shows on television.			
	Very much	Somewhat	Not very much	Not at all

DOCUMENTATION PAGE

NAEP #: R 6-103059-A1A-123

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0080	0074	0074

103060-3

For each of the following questions, fill in one oval in each box.

A. How much have your parents affected the way you feel about music?

Very much	Somewhat	Not very much	Not at all
⬭	⬭	⬭	⬭

B. Do you tend to like the same kind of music your parents like?

Always	Sometimes	Not very often	Never
⬭	⬭	⬭	⬭

C. How important do your parents feel music is?

Very important	Somewhat important	Not very important	Not important at all
⬭	⬭	⬭	⬭

D. How much have your friends affected the way you feel about music?

Very much	Somewhat	Not very much	Not at all
⬭	⬭	⬭	⬭

E. Do you tend to like the same kind of music your friends like?

Always	Sometimes	Not very often	Never
⬭	⬭	⬭	⬭

F. How important do your friends feel music is?

Very important	Somewhat important	Not very important	Not important at all
⬭	⬭	⬭	⬭

DOCUMENTATION PAGE

NAEP #: R 6-103060-A1A-3

Year 10 Objective: 1. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 17

Total Time in Seconds: 0096

103061-3

How do you think your parents would react if you told them that you had decided to choose music as your career?

I think my parents would

- ⬭ react very favorably.
- ⬭ react somewhat favorably.
- ⬭ not care one way or the other.
- ⬭ react somewhat negatively.
- ⬭ react very negatively.

- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-103061-A1A-3

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 17

Total Time in Seconds: 0035

103062-1

Do you agree or disagree with each of the following statements? Fill in one oval in each box.

		Agree	Not Sure	Disagree
A.	Singing in a school choir is fun.	⬭	⬭	⬭
B.	Singing while you are going on a trip or picnic is fun.	⬭	⬭	⬭
C.	Playing an instrument in a small group is fun.	⬭	⬭	⬭
D.	Playing an instrument in a large group such as a band or orchestra is fun.	⬭	⬭	⬭
E.	Practicing an instrument at home is fun.	⬭	⬭	⬭
F.	Dancing to music is fun.	⬭	⬭	⬭
G.	Marching to music is fun.	⬭	⬭	⬭
H.	Listening to music is fun.	⬭	⬭	⬭
I.	Making up new tunes or rhythms is fun.	⬭	⬭	⬭

DOCUMENTATION PAGE

NAEP #: F 6-103062-A1A-1

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 9

Total Time in Seconds: 0127

103063-2,3

How much do you agree or disagree with each of the statements on this and the next page? Fill in one oval in each box.

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A.	Singing in a school choir is fun.	⬭	⬭	⬭	⬭	⬭
B.	Singing while going on a trip or picnic is fun.	⬭	⬭	⬭	⬭	⬭
C.	Playing an instrument in a small group is fun.	⬭	⬭	⬭	⬭	⬭
D.	Playing an instrument in a large group such as a band or orchestra is fun.	⬭	⬭	⬭	⬭	⬭

(Continued)

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
E.	Practicing an instrument at home is fun.	⬭	⬭	⬭	⬭	⬭
F.	Dancing to music is fun.	⬭	⬭	⬭	⬭	⬭
G.	Marching to music is fun.	⬭	⬭	⬭	⬭	⬭
H.	Listening to music is fun.	⬭	⬭	⬭	⬭	⬭
I.	Making up new tunes or rhythms is fun.	⬭	⬭	⬭	⬭	⬭

DOCUMENTATION PAGE

NAEP #: R 6-103063-A1A-23

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0121	0112

103064-1,2,3

When do you listen to music most often? Choose only one.

- ⬭ When I am reading or working
- ⬭ When I can listen to music without doing anything else
- ⬭ When I go to "live" concerts
- ⬭ When I hear background music during a movie or a TV program
- ⬭ When I am riding in a car
- ⬭ When I am with friends
- ⬭ At times other than those listed above

- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-103064-A1A-123

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0035	0033	0033

103065-2,3

A. Have you ever organized or helped to organize a musical group in your school?

- ⬭ Yes
- ⬭ No
- ⬭ I don't know.

B. Would you be willing to help raise money to help support music activities in your school or community?

- ⬭ Yes
- ⬭ No
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-103065-A1A-23

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0030	0028

104050-3

How much do you agree or disagree with each of the following statements?

Fill in one oval in each box.

A.	I like some kinds of music better than others.				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
B.	I would rather hear any kind of music than none at all.				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
C.	Sometimes when I hear a new recording, I want to hear it again.				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
D.	When I hear a recording, sometimes it makes me want to hear other recordings by the same artist.				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
E.	Most of the music I like today is different than the music I liked 5 years ago.				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

DOCUMENTATION PAGE

NAEP #: R 6-104050-A1A-3

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: D. Make and support aesthetic judgments about music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 17

Total Time in Seconds: 0073

104051-1

For each of the following statements, fill in one oval that best describes how much you agree or disagree with the statement. Fill in one oval in each box.

A.	I like many songs because of the music rather than the words.		
	Agree ⬭	Not sure ⬭	Disagree ⬭
B.	There are certain parts of my favorite songs that I like best and wait for.		
	Agree ⬭	Not sure ⬭	Disagree ⬭
C.	There are certain parts of my favorite songs that make me want to do things like clap my hands, snap my fingers, tap my feet, hum or whistle.		
	Agree ⬭	Not sure ⬭	Disagree ⬭

DOCUMENTATION PAGE

NAEP #: F 6-104051-A1A-1

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: D. Make and support aesthetic judgments about music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 9

Total Time in Seconds: 0072

104052-2

For each of the following statements, fill in one oval that best describes how much you agree or disagree with the statement.

A. I like many songs because of the music rather than the words.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
⬭	⬭	⬭	⬭	⬭

B. There are certain parts of my favorite songs that I wait to hear because I like them best.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
⬭	⬭	⬭	⬭	⬭

C. There are certain parts of my favorite songs that make me want to do things like clap my hands, snap my fingers, tap my feet, hum or whistle.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
⬭	⬭	⬭	⬭	⬭

DOCUMENTATION PAGE

NAEP #: R 6-104052-A1A-2

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: D. Make and support aesthetic judgments about music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

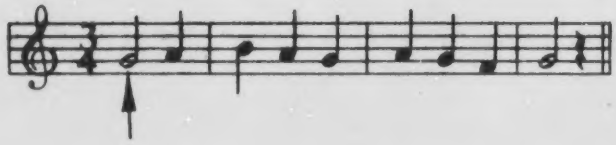
Stimulus Used: No Stimulus

Age Overlap: 13

Total Time in Seconds: 0054

201004-1,2,3

Look at the line of music.



The arrow is pointing to what kind of note?

- ○ Eighth note
- ○ Quarter note
- ● Half note
- ○ Whole note

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-201004-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

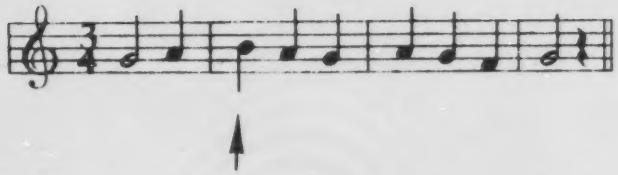
Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Line of Music

Age Overlap:	9	13	17
Total Time in Seconds:	0040	0040	0039

201005-1,2,3

Look at the line of music.



The arrow is pointing to what note?

- ▬ B
- ▭ C
- ▭ D
- ▭ F
- ▭ G

- ▭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-201005-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

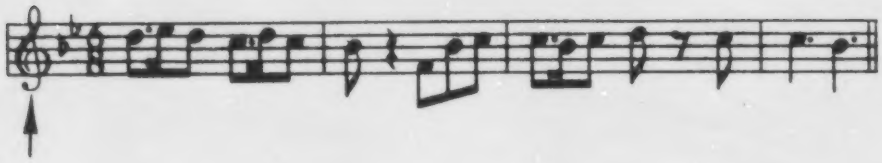
Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Line of Music

Age Overlap:	9	13	17
Total Time in Seconds:	0040	0040	0044

201008-1,2,3

Look at the line of music.



The arrow is pointing to what musical sign?

- ○ Alto clef
- ○ Bass clef
- ○ Tenor clef
- ● Treble clef

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-201008-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Line of Music

Age Overlap:	9	13	17
Total Time in Seconds:	0043	0041	0045

201010-1,2,3

Look at the line of music.

The arrow is pointing to what musical sign?

- ▬ Flat
- ⬭ Sharp
- ⬭ Eighth rest
- ⬭ Quarter rest
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-201010-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

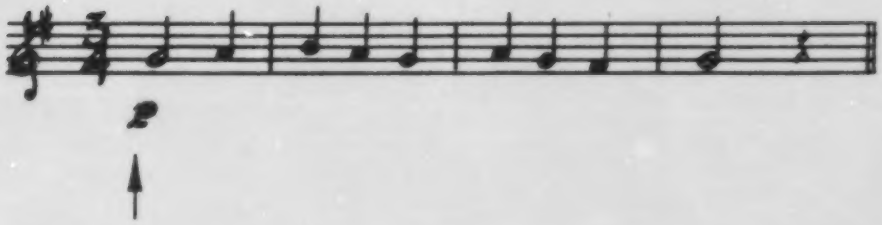
Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Line of Music

Age Overlap:	9	13	17
Total Time in Seconds:	0040	0041	0040

201011-2,3

Look at the line of music.



The arrow is pointing to a symbol that indicates that the music should be performed

- ○ loudly.
- ● softly.
- ○ quickly.
- ○ slowly.

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-201011-32A-23

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Line of Music

Age Overlap:	13	17
Total Time in Seconds:	0043	0043

201012-2,3

Look at the line of music.

The musical sign ═══ means that the music should be performed

- ⬭ suddenly louder.
- ⬭ suddenly softer.
- ⬭ gradually louder.
- ▬ gradually softer.
- ⬭ gradually faster.

- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-201012-32A-23

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

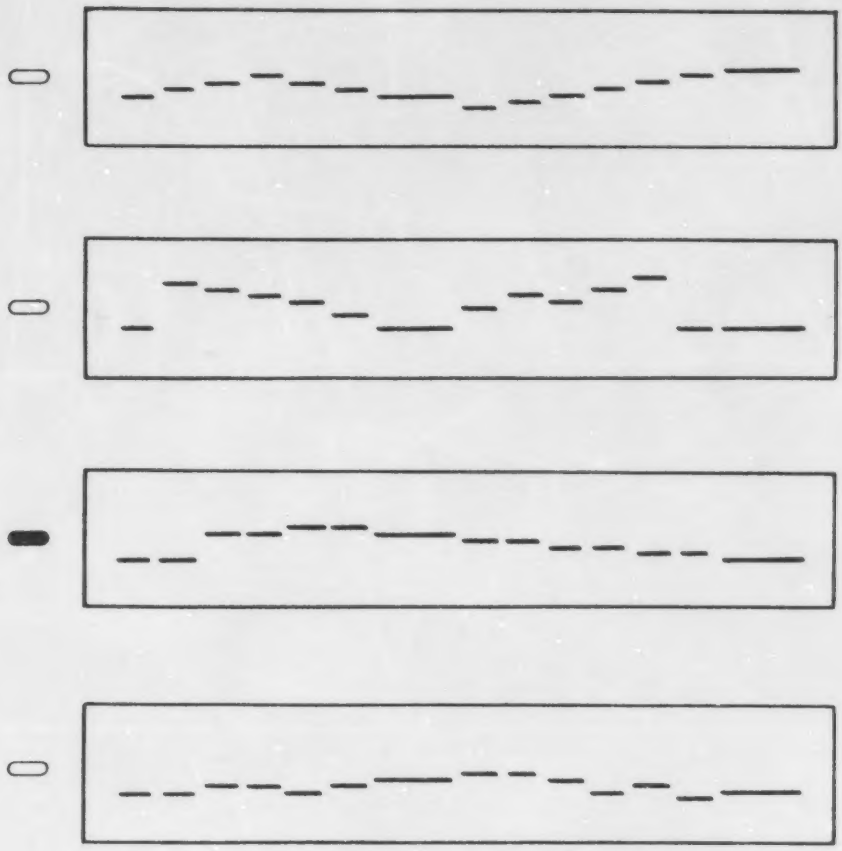
Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Line of Music

Age Overlap:	13	17
Total Time in Seconds:	0048	0049

202004-1

These line drawings represent melodies. One of them represents the melody of "Twinkle, twinkle, Little Star. How I wonder what you are." This melody will be played three times. Fill in the oval beside the line drawing that matches what you hear.



I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-202004-32A-1

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 2. Pitch organization.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Line Drawings or Nontraditional Music Notation and Music Excerpt

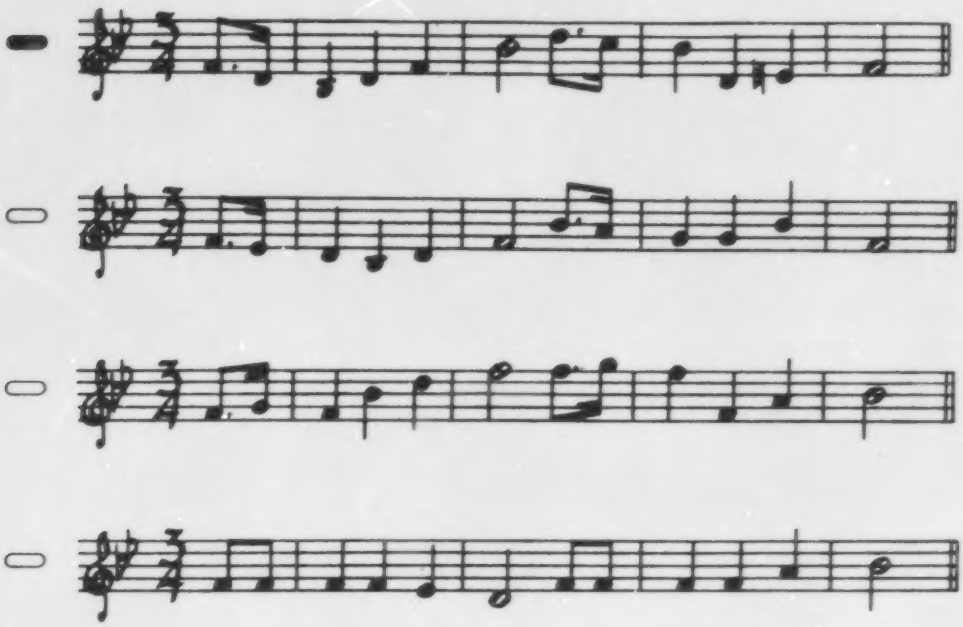
Age Overlap: 9

Total Time in Seconds: 0067

Source Information:
Franz Joseph Haydn, "Twinkle, Twinkle Theme" (excerpt from "Surprise"), Symphony No. 94 in G Major, live trumpet recording, National Assessment of Educational Progress.

202007-3

Look at this printed music as you listen to a recording of "The Star-Spangled Banner." It will be played three times. Fill in the oval beside the line of printed music that matches what you hear.



I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-202007-32A-3

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 2. Pitch organization.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Line of Music and Music Excerpt

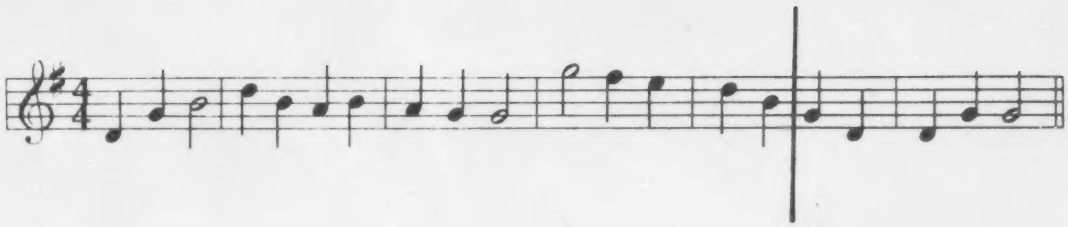
Age Overlap: 17

Total Time in Seconds: 0067

Source Information:
John Stafford Smith, music, Francis Scott Key, lyrics, "The Star-Spangled Banner" (excerpt), live trumpet recording, National Assessment of Educational Progress.

203001-1,2,3

Follow the printed music below as you listen to the recording. The recording will stop before the end of the music. Draw a vertical line through the printed music after the last note you hear.



DOCUMENTATION PAGE

NAEP #: R 6-203001-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 2. Pitch organization.

Exercise Type: Open Ended
Scoring Type: Hand Scored
Administration Mode: Group

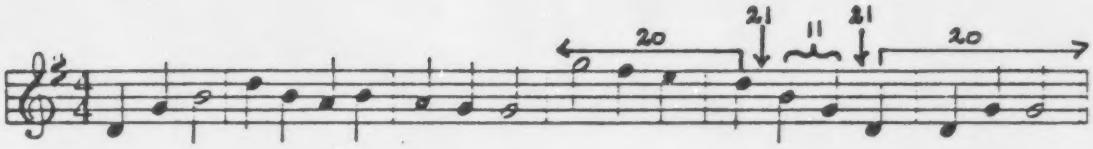
Stimulus Used: Printed Line of Music and Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0032	0032	0030

Source Information:
Original music, live flute recording, National Assessment of Educational Progress.

SCORING GUIDE
203001 -- 1,2,3

Follow the printed music below as you listen to the recording. The recording will stop before the end of the music. Draw a vertical line through the printed music after the last note you hear.



00 - No response.

11 = Completely correct: Line drawn after second note of 5th measure; Line drawn under or over second or third note in 5th measure. (Acceptable categories shown on attached page.)

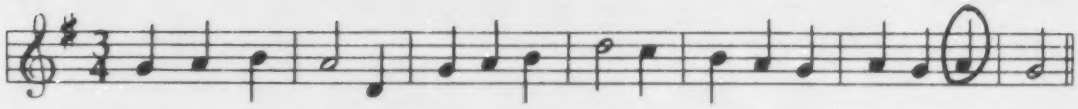
20 = All other incorrect responses.

21 = ± One note off: Line drawn after first note or after third note of 5th measure; Horizontal line ending at those places.

39 = I don't know.

203015-1,2,3

A recording of this line of music will be played two times. Follow the printed notes as you listen to the recording. One note is played differently from the printed music. Circle that note.



DOCUMENTATION PAGE

NAEP #: R 6-203015-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 2. Pitch organization.

Exercise Type: Open Ended
Scoring Type: Hand Scored
Administration Mode: Group

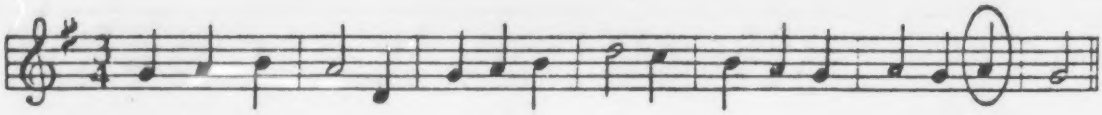
Stimulus Used: Printed Line of Music and Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0036	0039	0040

Source Information:
Original music, live flute recording, National Assessment of Educational Progress.

SCORING GUIDE
203015 -- 1,2,3

A recording of this line of music will be played two times. Follow the printed notes as you listen to the recording. One note is played differently from the printed music. Circle that note.



00 = No response.

11 = Completely correct (may check instead of circle).

20 = Other incorrect responses.

21 = Correct note plus other notes.

39 = I don't know.

301003-1,2

Listen carefully to the music. How is the instrument played?

- ● By striking
- ○ By blowing
- ○ By plucking strings
- ○ By drawing a bow across strings
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-301003-32A-12

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13
Total Time in Seconds:	0048	0047

Source Information:
Camille Saint Saens, Danse Macabre, Opus 40 (xylophone excerpt), Vox Productions, Vox DL 180. Permission not given to release music.

301009-1,2,3

Listen carefully to the music. What instrument is playing?

- ○ Guitar
- ● Piano
- ○ Trumpet
- ○ Violin

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-301009-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0058	0066	0061

Source Information:
Wolfgang Amadeus Mozart, Piano Sonata No. 16 in B Flat Major, K. 570, Walter Gieseking, pianist, Electric and Musical Industries, Ltd. (Capitol Records, Inc.) Angel 35068, Used by permission of Capitol Records.

301010-1,2,3

Listen carefully to the music. What instrument is playing the leading part?

- ○ Cello
- ○ Double bass
- ○ Harp
- ● Violin

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-301010-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0057	0058	0060

Source Information:
Sergei Prokofiev, Violin Concerto No. 1 in D Minor, Opus 19 (excerpt), Boston Symphony Orchestra, Erich Leinsdorf, Conductor, Erich Friedman, violin, RCA Records VIC LSC 2732, Used by permission of RCA Records.

301011-1,2,3

Listen carefully to the music. What instrument is playing the melody?

- ○ Accordion
- ○ Celesta
- ● Piano
- ○ Xylophone

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-301011-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

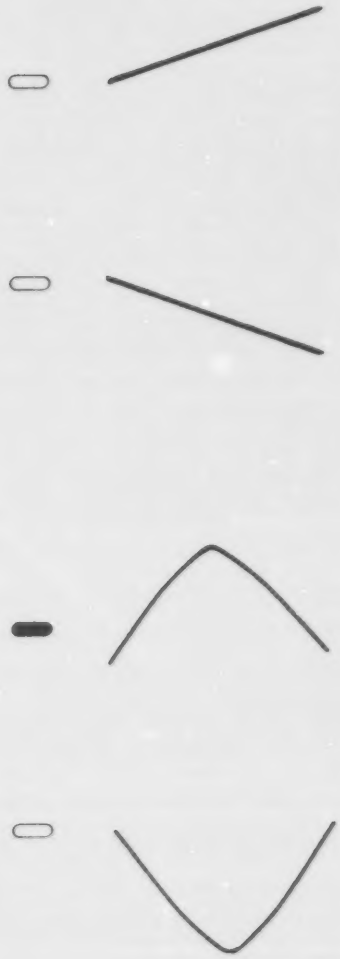
Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0064	0065	0062

Source Information:
Wolfgang Amadeus Mozart, Piano Concerto No. 17 in G Major, K. 453 (excerpt from First Movement), Anda, Conductor, Deutsche Grammaphon Gesellschaft (Polydor Inc.) DGG 18783.

301028-1

Listen carefully to the music. Fill in the oval beside the pattern that shows the direction the tune moves.



I don't know.

DOCUMENTATION PAGE

NAEP #: F 6-301028-32A-1

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 2. Pitch organization.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Line Drawings or Nontraditional Music Notation and Music Excerpt

Age Overlap: 9

Total Time in Seconds: 0041

Source Information:
Original music, live piano recording, National Assessment of Educational Progress.

301030-1,2,3

Listen carefully to these four melodies played on a flute. For each selection does the melody you hear move mostly in steps or mostly in skips? For each selection, if you do not know the answer, fill in the oval beside "I don't know."

A. Does selection 1 move mostly in steps or mostly in skips?

- ● Steps
- ○ Skips
- ○ I don't know.

B. Does selection 2 move mostly in steps or mostly in skips?

- ● Steps
- ○ Skips
- ○ I don't know.

C. Does selection 3 move mostly in steps or mostly in skips?

- ○ Steps
- ● Skips
- ○ I don't know.

7. (Continued)

D. Does selection 4 move mostly in steps or mostly in skips?

- ○ Steps
- ● Skips
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-301030-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 2. Pitch organization.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0167	0180	0158

Source Information:

Part A
Georg Philipp, "No. II Les Plaisirs" (excerpt), Suite in A Minor for Flute, live flute recording, National Assessment of Educational Progress.

Part B
Igor Stravinsky, Petrouchka (excerpt), live flute recording, National Assessment of Educational Progress.

Part C
Ernesto Kohler, Etude in D Minor (excerpt), live flute recording, National Assessment of Educational Progress.

Part D
Johannes Brahms, Symphony No. 4 in E Minor, Opus 98, (excerpt from First Movement), live flute recording, National Assessment of Educational Progress.

301037-2,3

Listen carefully to the music performed by a singer accompanied by instruments. What kind of voice is singing?

- ○ Soprano
- ○ Alto
- ○ Tenor
- ● Bass

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-301037-32A-23

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0063	0063

Source Information:
Modest Mussorgsky, "I Have Attained The Highest Power" (excerpt), Boris Godunov, Conductor, Boris Christoff, bass, Electric and Musical Industries, Ltd. (Capitol Records, Inc.) LH MV 6400, Used by permission of Capitol Records.

301040-2,3

Listen carefully to the music. What kind of instruments are playing? Mark only ONE answer.

- ● Brasses
- ○ Strings
- ○ Woodwinds
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-301040-32A-23

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0064	0062

Source Information:
Giuseppe Verdi, The Manzoni Requiem (brass quartet excerpt), live brass quartet recording, National Assessment of Educational Progress.

11. Listen carefully to this musical selection. It will be performed two times. In the second performance of the selection, there may be a:

change in harmony.
change in melody.
change in rhythm.

A. Fill in the oval beside the phrase that tells about the type of change in the second performance. The two performances of this selection will be repeated.

- ( ) Change in harmony
- ( ) Change in melody
- ( ) Change in rhythm

- ( ) I don't know.

B. Now listen carefully to another musical selection. It will be performed two times. Fill in the oval beside the phrase that tells about the type of change in the second performance. The two performances of this selection will be repeated.

- ( ) Change in harmony
- ( ) Change in melody
- ( ) Change in rhythm

- ( ) I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-101048-12A-.4

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: B. Identify the relationships of elements in a given composition.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0294	0295

Source Information:
Parts A and B
Old Hymn (excerpt), live piano recording, National Assessment of Educational Progress.

302008-1,2,3

A. Listen carefully to the form of this melody. It has four phrases:

A --- A (same) --- B (different) --- A (same)

B. Now you are going to hear a different melody in four phrases. It will be played two times. What is its form?

- ● A --- A --- A --- B
- ○ A --- A --- B --- A
- ○ A --- A --- B --- B
- ○ A --- B --- B --- A

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-302008-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: B. Identify the relationships of elements in a given composition.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0110	0113	0108

Source Information:

Part A
"Good-Bye Ol Paint" (excerpt), live piano recording, National Assessment of Educational Progress.

Part B
Old Czechoslovakian Folk Song (excerpt), live piano recording, National Assessment of Educational Progress.

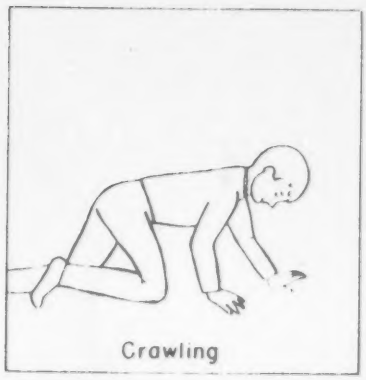
303004-1

Listen carefully to the recording. Fill in the oval beside the picture that is suggested by the music.

I don't know.

303004-1

Listen carefully to the recording. Fill in the oval beside the picture that is suggested by the music.



I don't know.

DOCUMENTATION PAGE

NAEP #: B 6-303004-32A-1

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: C. Cite examples of ways in which man utilizes music in his social and cultural life.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Artwork, Pictures or Graphics and Music Excerpt

Age Overlap: 9

Total Time in Seconds: 0059

Source Information:
Frederic Chopin, Etude No. 5 in D Major (excerpt), James Tocco, pianist, WUOM (University of Michigan radio station).

303006-2,3

Listen carefully to the music. What kind of music is being performed?

- ▬ Blues song
- ▭ Folk-rock song
- ▭ Operatic song
- ▭ Work song
- ▭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-303006-32A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: A. Identify and describe the features which characterize a variety of folk, ethnic, popular, and art music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0081	0084

Source Information:
William C. Handy, "Yellow Dog Blues" (excerpt), Louis Armstrong and His All Stars, Columbia Records (CBS Records) CL 591, Used by permission of CBS Records.

304004-2,3

Musical works by the same composer often sound similar. Listen carefully to these three musical examples. Which examples were probably composed by the same person?

The works probably composed by the same person are

- ○ 1 and 2 only.
- ● 1 and 3 only.
- ○ 2 and 3 only.
- ○ all 3.

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-304004-32A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Suboljective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0172	0175

Source Information:

Selection 1
Ludwig Van Beethoven, Egmont Overture (excerpt), Theo Alcantara, Conductor, WUOM (University of Michigan radio station).

Selection 2
Aaron Copland, Fanfare for the Common Man (excerpt), Philadelphia Orchestra, Eugene Ormandy, Conductor, Columbia Records (CBS Records) MS 7521, Used by permission of CBS Records.

Selection 3
Ludwig Van Beethoven, Fidelio (excerpt from Overture), University of Michigan Symphony Orchestra, Josef Blatt, Conductor, WUOM (University of Michigan radio station).

304005-2,3

Musical works by the same composer often sound similar. Listen carefully to these three musical examples. Which examples were probably composed by the same person?

The works probably composed by the same person are

- ○ 1 and 2 only.
- ○ 1 and 3 only.
- ● 2 and 3 only.
- ○ all 3.

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-304005-32A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0148	0145

Source Information:

Selection 1
Wolfgang Amadeus Mozart, Sonata in F Major (excerpt), Lucien P. Stark, pianist, WUOM (University of Michigan radio station).

Selection 2
Claude Achille Debussy, "Les Sons et les Parfums Tournent dans l'Air du Soir" (excerpt), Dr. C. Holan Huizenga, Professor of Piano, Houghton College, New York, DMA recital 5/10/59, WUOM (University of Michigan radio station).

Selection 3
Claude Achille Debussy, "Reflects dans l'Eau" (excerpt), Dr. C. Holan Huizenga, Professor of Piano, Houghton College, New York, DMA recital 5/10/59, WUOM (University of Michigan radio station).

401001-1,2,3

On this and the following three pages are some pictures of musical instruments. Listed below each picture are some names of instruments. Fill in the oval beside the name of the instrument in the picture. If you do not know the answer, fill in the oval beside "I don't know."

A. What is the name of the instrument in this picture?

- ⬭ Cello
- ⬭ Flute
- ▬ Tambourine
- ⬭ Trombone
- ⬭ Violin

- ⬭ I don't know.

(Continued)

B. What is the name of the instrument in this picture?

- ( ) Cello
- ( ) Flute
- ( ) Snare drum
- ( ) Tambourine
- ( ) Violin

- ( ) I don't know.

104

(Continued)

C. What is the name of the instrument in this picture?

- ( ) Clarinet
- (●) Flute
- ( ) Saxophone
- ( ) Double bass
- ( ) Trombone

- ( ) I don't know.

(Continued)

D. What is the name of the instrument in this picture?

- ( ) Cello
- ( ) Saxophone
- ( ) Snare drum
- (●) Double bass
- ( ) Violin

( ) I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-401001-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Artwork, Pictures or Graphics

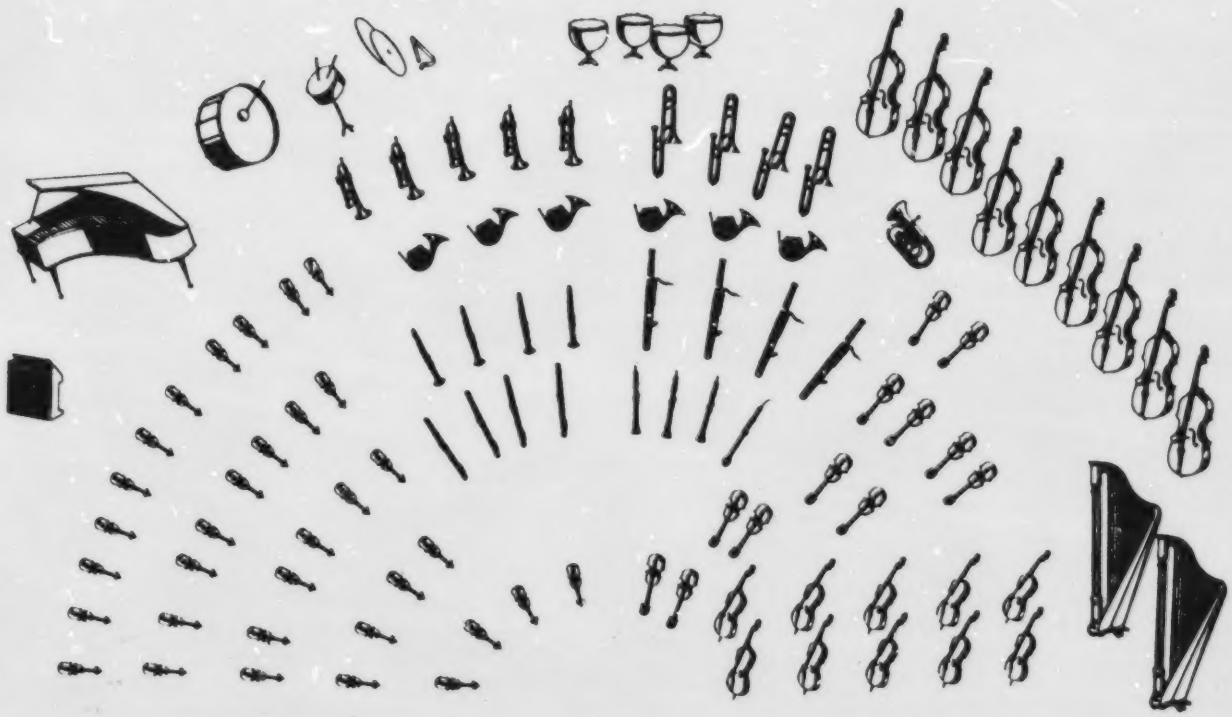
Age Overlap:	9	13	17
Total Time in Seconds:	0142	0135	0135

401003-1,2,3

On each of the following two pages is a picture of the instruments found in a symphony orchestra. Follow the directions on EACH page.

(Continued)

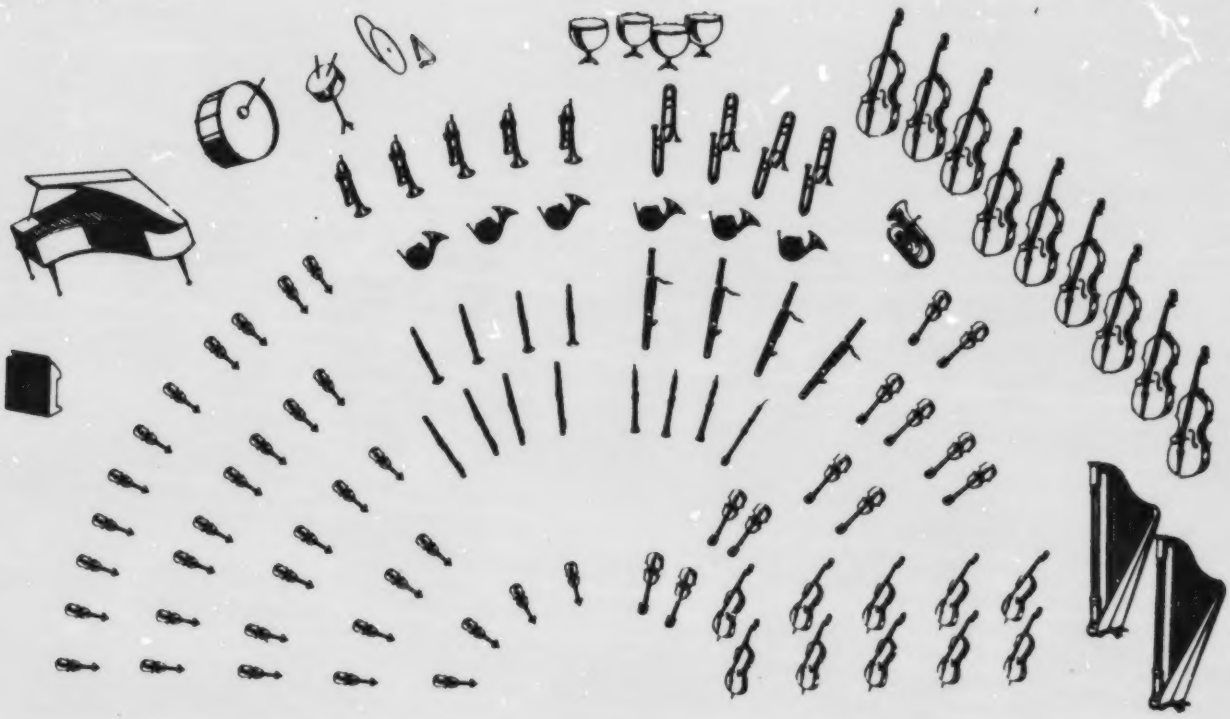
A. Draw a line around ALL of the woodwind instruments.



Former Seating Plan, Philadelphia Orchestra, Eugene Ormandy Music Director

(Continued)

B. Draw a line around ALL of the brass instruments.



Former Seating Plan, Philadelphia Orchestra, Eugene Ormandy Music Director

DOCUMENTATION PAGE

NAEP #: R 6-401003-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Open Ended
Scoring Type: Hand Scored
Administration Mode: Group

Stimulus Used: Artwork, Pictures or Graphics

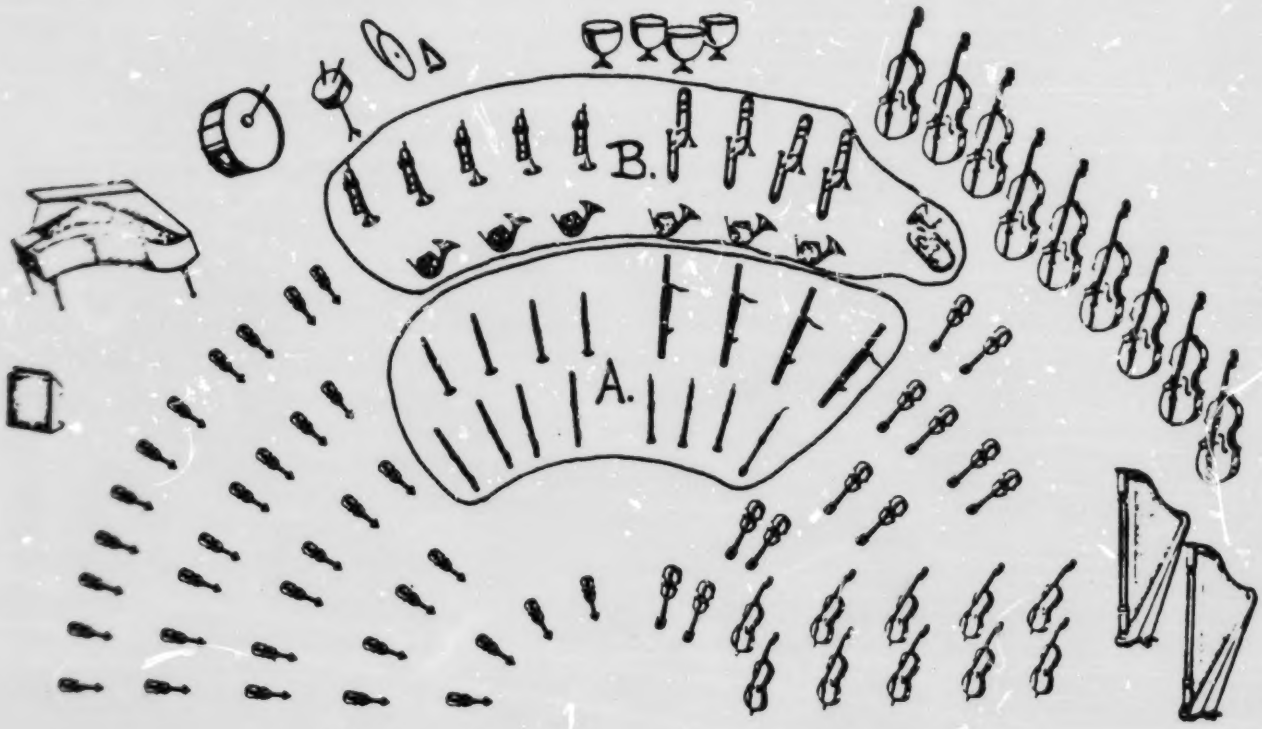
Age Overlap:	9	13	17
Total Time in Seconds:	0049	0049	0050

Source Information:
Parts A and B
Former seating plan of the Philadelphia Orchestra, Eugene Ormandy, Music Director.

SCORING GUIDE
401003 -- 1,2,3

A. Draw a line around ALL of the woodwind instruments.

B. Draw a line around ALL of the brass instruments.



A. 00 = No response

11 = Completely correct (may underline ALL woodwind instruments).

20 = Incorrect responses.

22 = Part of woodwinds but no others (exclude French horns).

23 = All woodwinds plus all French horns.

39 = I don't know.

B. 00 = No response.

11 = Completely correct (may underline ALL brass instruments).

20 = Incorrect responses.

22 = Part of brasses but no others (except category 23).

23 = All brass except French horns.

39 = I don't know.

401005-1,2,3

Some of the instruments listed below are played by striking them. Fill in the oval beside "Yes" if the instrument is played by striking it. Fill in the oval beside "No" if the instrument is NOT played by striking it. If you do not know the answer, fill in the oval beside "I don't know."

A. Is the BASS DRUM played by striking it?

- ● Yes
- ○ No
- ○ I don't know.

B. Is the BASSOON played by striking it?

- ○ Yes
- ● No
- ○ I don't know.

C. Are the CYMBALS played by striking them?

- ● Yes
- ○ No
- ○ I don't know.

(Continued)

D. Is the SAXOPHONE played by striking it?

- ○ Yes
- ● No
- ○ I don't know.

E. Is the TRIANGLE played by striking it?

- ● Yes
- ○ No
- ○ I don't know.

F. Is the TUBA played by striking it?

- ○ Yes
- ● No
- ○ I don't know.

G. Is the XYLOPHONE played by striking it?

- ● Yes
- ○ No
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-401005-32A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0140	0138	0140

401014-3

Below is an excerpt from a program that you might receive at a concert. Use the excerpt to answer the questions on this and the following page.

> FRAGMENTATION EXOTIQUE, FOR CHORUS, OBBLIGATO FRENCH HORN, AND TWO SOUND TRACKS....
> Emile Battiste de Bon (1927-)
>
> 1. Oisseaux mysterieus - Animato misterioso
>
> 2. Ombres ménacants - Adagio minaccioso

A. The work is probably in the style of which period of music history?

- ○ Renaissance
- ○ Baroque
- ○ Classical
- ○ Romantic
- ● Modern

- ○ I don't know.

B. The French horn will probably play

- ○ the same part that the tenors sing.
- ○ harmonic accompaniment for the chorus.
- ● an independent and rather prominent line of music.
- ○ a single note that is repeated throughout the entire work.

- ○ I don't know.

(Continued)

C. What is probably the tempo of the two movements of this work?

- ○ Both movements are slow.
- ○ The first movement is slow and the second is fast.
- ● The first movement is fast and the second is slow.
- ○ Both movements are fast.
- ○ Both movements are continually fluctuating.
- ○ I don't know.

D. The words "TWO SOUND TRACKS" probably mean that

- ○ the work was originally written for a motion picture.
- ○ this particular performance of the work was recorded.
- ○ this particular performance of the work was televised.
- ● the composer included taped electronic sounds in this work.
- ○ loudspeakers were used because the hall had poor acoustics.
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-401014-32A-3

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Artwork, Pictures or Graphics

Age Overlap: 17

Total Time in Seconds: 0179

401057-1,2,3

Which one of the following voices usually sings the highest part?

- ○ Tenor
- ○ Bass
- ● Soprano
- ○ Alto

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-401057-A1A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0022	0021	0021

401058-1,2

Look at this rhythm pattern. The arrow is pointing to an empty space.

Now listen to the rhythm pattern. It will be played twice.

Which one of these music symbols belongs in the empty space?

I don't know.

DOCUMENTATION PAGE

NAEP #: B 6-401058-A1A-12

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music.
1. Rhythmic organization.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Rhythm Pattern and Played Rhythm Pattern

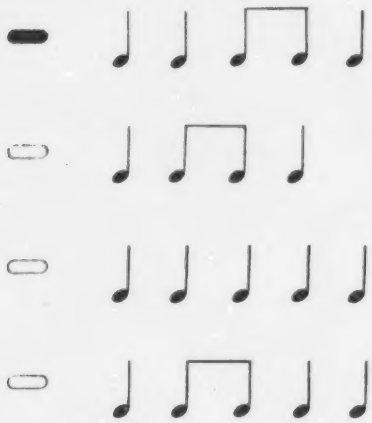
Age Overlap:	9	13
Total Time in Seconds:	0048	0049

Source Information:
Original rhythm pattern, live trumpet recording, National Assessment of Educational Progress.

401060-1

You will hear three rhythm patterns played. Each one will be played two times. For each one, choose the one rhythm pattern that looks like the rhythm pattern you hear.

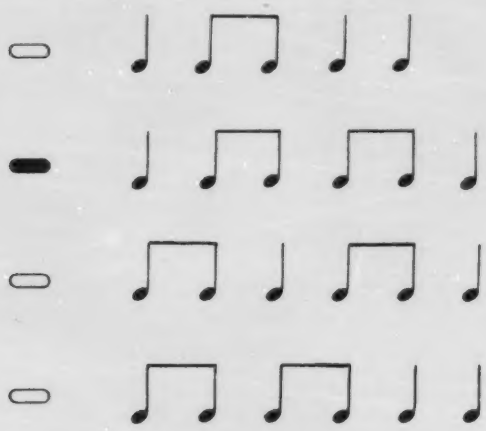
A. A rhythm pattern will be played two times. Fill in the oval beside the one rhythm pattern you hear.



I don't know.

(Continued)

B. A rhythm pattern will be played two times. Fill in the oval beside the one rhythm pattern you hear.



I don't know.

C. A rhythm pattern will be played two times. Fill in the oval beside the one rhythm pattern you hear.

I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-401060-A1A-1

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music.
1. Rhythmic organization.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Printed Rhythm Pattern and Played Rhythm Pattern

Age Overlap: 9

Total Time in Seconds: 0094

Source Information:
Parts A, B and C:
Original rhythm patterns, live drum recording, National Assessment of Educational Progress.

401062-1,2

For each of the following parts, two sounds will be played. Decide if the second is higher in pitch, lower in pitch, or the same pitch as the first sound. Each pair of sounds will be played twice. Listen carefully.

A. Was the second sound

higher in pitch?	lower in pitch?	the same pitch?	I don't know.
○	●	○	○

B. Was the second sound

higher in pitch?	lower in pitch?	the same pitch?	I don't know.
○	○	●	○

C. Was the second sound

higher in pitch?	lower in pitch?	the same pitch?	I don't know.
○	●	○	○

D. Was the second sound

higher in pitch?	lower in pitch?	the same pitch?	I don't know.
●	○	○	○

DOCUMENTATION PAGE

NAEP #: R 6-401062-A1A-12

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 2. Pitch organization.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13
Total Time in Seconds:	0109	0101

Source Information:

Part A:
Original music, live trumpet recording, National Assessment of Educational Progress.

Part B:
Original music, live flute recording, National Assessment of Educational Progress.

Part C:
Original music, live clarinet recording, National Assessment of Educational Progress.

Part D:
Original music, live flute recording, National Assessment of Educational Progress.

401063-1,2,3

Listen carefully to the four music examples.

A. Do the sounds move in steps or skips?

- ● Steps
- ○ Skips

- ○ I don't know.

B. Do the sounds move in steps or skips?

- ○ Steps
- ● Skips

- ○ I don't know.

C. Do the sounds move in steps or skips?

- ○ Steps
- ● Skips

- ○ I don't know.

D. Do the sounds move in steps or skips?

- ● Steps
- ○ Skips

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: F 6-401063-A1A-123

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 2. Pitch organization.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0151	0142	0150

Source Information:

Part A:
"Are You Sleeping", French round (excerpt), live electric piano recording, National Assessment of Educational Progress.

Part B:
"Savez-Vous Planter Les Choux", French folk song (excerpt), live flute recording, National Assessment of Educational Progress.

Part C:
"Upidee", camp song (excerpt), live trumpet recording, National Assessment of Educational Progress.

Part D:
"Streets of Laredo", cowboy song (excerpt), live trumpet recording, National Assessment of Educational Progress.

401065-1

You will hear several sounds played by different musical instruments. Each time a group of sounds is played, choose the instrument that is playing. Fill in one oval in each box.

A.	Listen carefully to these sounds. Which instrument is being played?			
	Clarinet	Drum	Violin	I don't know.
	○	●	○	○
B.	Listen carefully to these sounds. Which instrument is being played?			
	Flute	Trombone	Guitar	I don't know.
	●	○	○	○
C.	Listen carefully to these sounds. Which instrument is being played?			
	Violin	Clarinet	Drum	I don't know.
	●	○	○	○
D.	Listen carefully to these sounds. Which instrument is being played?			
	Guitar	Piano	Trombone	I don't know.
	○	○	●	○

DOCUMENTATION PAGE

NAEP #: R 6-401065-A1A-1

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: A. Identify the elements of music. 3. Tone quality.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap: 9

Total Time in Seconds: 0129

Source Information:

Part A:
Drum excerpt from Instruments of the Orchestra, Vienna State Opera Orchestra, David Randolph, narrator, Vanguard Records VSO 721/22.

Part B:
Flute excerpt from Instruments of the Orchestra, Vienna State Opera Orchestra, David Randolph, narrator, Vanguard Records VSO 721/22.

Part C:
Violin excerpt from Instruments of the Orchestra, Vienna State Opera Orchestra, David Randolph, narrator, Vanguard Records VSO 721/22.

Part D:
Trombone excerpt from Instruments of the Orchestra, Vienna State Opera Orchestra, David Randolph, narrator, Vanguard Records VSO 721/22.

402050-1

A. You will hear a song that has four phrases. The song will be played twice. Which one phrase is different from the other three phrases?

- ○ Phrase one
- ○ Phrase two
- ● Phrase three
- ○ Phrase four

- ○ I don't know.

B. Listen to another song that has three phrases. The song will be played twice. Which one phrase is different from the other two phrases?

- ○ Phrase one
- ● Phrase two
- ○ Phrase three

- ○ I don't know.

(Continued)

C. The next song you hear has four phrases. Each letter, A, B, and C, stands for a different phrase. The music will be played twice. Which set of letters best fits the four phrases you hear?

- ○ A A A A
- ● A A B A
- ○ A B A C

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-402050-A1A-1

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: B. Identify the relationships of elements in a given composition.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap: 9

Total Time in Seconds: 0222

Source Information:

Part A:
"Hot Cross Buns", nursery song, live clarinet recording, National Assessment of Educational Progress.

Part B:
"Twinkle, Twinkle, Little Star", nursery song, live flute recording, National Assessment of Educational Progress.

Part C:
"The More We Get Together", camp song, live trumpet recording, National Assessment of Educational Progress.

402051-2,3

Listen carefully to the entire piece of music. What is the form of the music?

- ○ Canon
- ○ Rondo
- ○ Verse and chorus
- ● Theme and variations

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: E 6-402051-A1A-23

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: B. Identify the relationships of elements in a given composition.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0115	0120

Source Information:
Aaron Copland, The Red Pony (excerpt), St. Louis Symphony Orchestra, Andre Previn, Conductor, Odyssey (Columbia) Records (CBS Records) Y-31016, Used by permission of CBS Records.

403001-2,3

Below are two lists. In the blank space beside each name in List B, write the number of the MOST appropriate description given in List A.

List A	List B
1. Known primarily as a jazz musician	1 Louis Armstrong
2. Known primarily as a conductor of "serious" music	5 Johann Sebastian Bach
3. Known primarily as a singer of "serious" music	3 Enrico Caruso
4. Known primarily as a player of "serious" music	5 Frédéric Chopin
5. Known primarily as a composer of "serious" music	4 Van Cliburn
	1 Duke Ellington
	3 Robert Merrill
	5 Wolfgang Amadeus Mozart
	3 Leontyne Price
	5 Sergei Prokofiev
	4 Isaac Stern
	2 Leopold Stokowski
	5 Peter Ilyich Tchaikovsky
	2 Arturo Toscanini

DOCUMENTATION PAGE

NAEP #: F 6-403001-32A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Open Ended
Scoring Type: Hand Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0301	0302

SCORING GUIDE
403001 -- 2,3

Below are two lists. In the blank space beside each name in List B, write the number of the MOST appropriate description given in List A.

List A	List B
1. Known primarily as a jazz musician	1 Louis Armstrong
2. Known primarily as a conductor of "serious" music	5 Johann Sebastian Bach
3. Known primarily as a singer of "serious" music	3 Enrico Caruso
4. Known primarily as a player of "serious" music	5 Frédéric Chopin
5. Known primarily as a composer of "serious" music	4 Van Cliburn
	1 Duke Ellington
	3 Robert Merrill
	5 Wolfgang Amadeus Mozart
	3 Leontyne Price
	5 Sergei Prokofiev
	4 Isaac Stern
	2 Leopold Stokowski
	5 Peter Ilyich Tchaikovsky
	2 Arturo Toscanini

0 = No response.

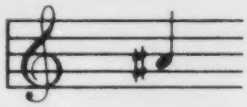
1-5 - Code in the number given by the student (right or wrong).

9 = I don't know or any other response.

403054-3

On this and the next two pages are musical signs, symbols, words or notations. Does each one refer to the musical category of pitch, time, tempo or dynamics? Fill in only one oval in each box.

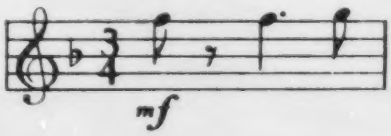
A.



♯ refers to

pitch. ▬ time. ▭ tempo. ▭ dynamics. ▭ I don't know. ▭

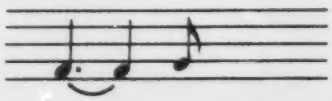
B.



mf refers to

pitch. ▭ time. ▭ tempo. ▭ dynamics. ▬ I don't know. ▭

C.

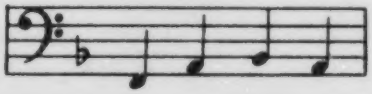


⌣ refers to

pitch. ▭ time. ▬ tempo. ▭ dynamics. ▭ I don't know. ▭

(Continued)

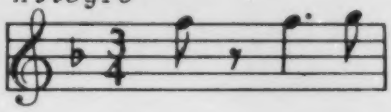
D.



𝄢: refers to

pitch. ▬ time. ▭ tempo. ▭ dynamics. ▭ I don't know. ▭

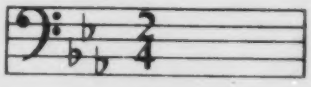
E. *Allegro*



Allegro refers to

pitch. ▭ time. ▭ tempo. ▬ dynamics. ▭ I don't know. ▭

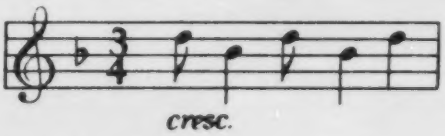
F.



$\frac{2}{4}$ refers to

pitch. ▭ time. ▬ tempo. ▭ dynamics. ▭ I don't know. ▭

G.

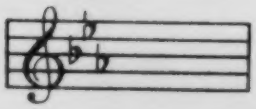


cresc. refers to

pitch. ▭ time. ▭ tempo. ▭ dynamics. ▬ I don't know. ▭

(Continued)

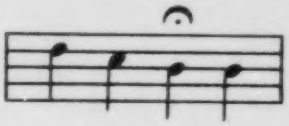
H.



♭♭♭ refers to

pitch. ▬ time. ▭ tempo. ▭ dynamics. ▭ I don't know. ▭

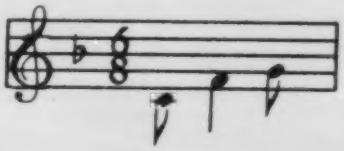
I.



𝄐 refers to

pitch. ▭ time. ▬ tempo. ▭ dynamics. ▭ I don't know. ▭

J. *Moderato*



Moderato refers to

pitch. ▭ time. ▭ tempo. ▬ dynamics. ▭ I don't know. ▭

DOCUMENTATION PAGE

NAEP #: F 6-403054-A1A-3

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

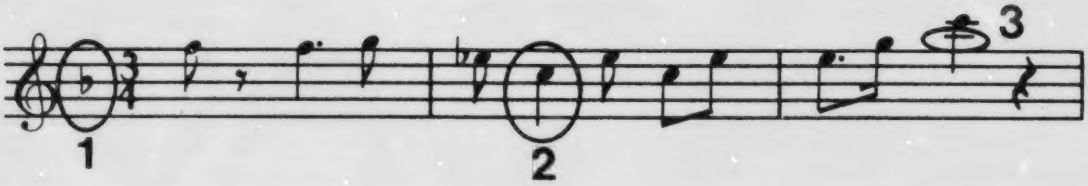
Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Notation

Age Overlap: 17

Total Time in Seconds: 0186

403057-1,2



A. What is the name of the symbol in Circle 1?

- ○ Clef
- ○ Time signature
- ● Key signature
- ○ Note

- ○ I don't know.

B. How many counts does the note in Circle 2 receive?

- ● 1
- ○ 2
- ○ 3
- ○ 4

- ○ I don't know.

C. What is the name of the symbol in Circle 3?

- ○ Bass clef
- ○ Measure
- ○ Bar line
- ● Ledger line

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: P 6-403057-A1A-12

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

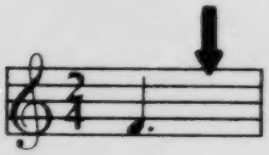
Stimulus Used: Printed Line of Music

Age Overlap:	9	13
Total Time in Seconds:	0074	0066

403061-2,3

In each of the exercise parts on this and the next page, the arrow shows a missing part of the measure. For each exercise part, fill in the oval next to the one symbol, note or notes that will correctly complete that measure.

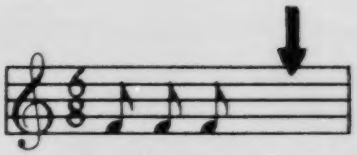
A.



- ⬭ ♩
- ▬ ♪
- ⬭ 𝅗𝅥

⬭ I don't know.

B.

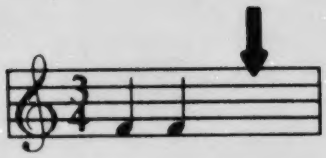


- ▬ ♩.
- ⬭ ♩♩
- ⬭ 𝅗𝅥

⬭ I don't know.

(Continued)

C.



I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-403061-A1A-23

Year 10 Objective: IV. Identify the Elements and Expressive Controls of Music.

Year 10 Subobjective: C. Demonstrate an understanding of a variety of musical terms, expression markings, and conducting gestures in a musical context.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Notation

Age Overlap:	13	17
Total Time in Seconds:	0077	0071

404003-2,3

Below are two lists. In the blank space beside the name of each composer in List B, write the number of the period of music history from List A in which he composed his BEST music.

List A	List B
1. Renaissance Period	2 Johann Sebastian Bach
2. Baroque Period	5 Béla Bartók
3. Classical Period	4 Johannes Brahms
4. Romantic Period	4 Frédéric Chopin
5. Modern Period	5 Aaron Copland
	4 Antonin Dvořak
	4 Edvard Grieg
	2 George Frederick Handel
	3 Joseph Haydn
	4 Franz Liszt
	3 Wolfgang Amadeus Mozart
	1 Giovanni Pierluigi da Palestrina
	5 Sergei Prokofiev
	4 Nikolai Rimsky-Korsakov
	5 Arnold Schoenberg
	5 Igor Stravinsky
	4 Peter Ilyich Tchaikovsky
	2 Antonio Vivaldi
	4 Richard Wagner

DOCUMENTATION PAGE

NAEP #: R 6-404003-32A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Open Ended
Scoring Type: Hand Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0359	0384

SCORING GUIDE
404003 -- 2,3

Below are two lists. In the blank spaces beside the name of each composer in List B, write the number of the period of music history from List A in which he composed his BEST music.

List A	List B
1. Renaissance Period	2 Johann Sebastian Bach
2. Baroque Period	5 Béla Bartók
3. Classical Period	4 Johannes Brahms
4. Romantic Period	4 Frédéric Chopin
5. Modern Period	5 Aaron Copland
	4 Antonin Dvořak
	4 Edvard Grieg
	2 George Frederick Handel
	3 Joseph Haydn
	4 Franz Liszt
	3 Wolfgang Amadeus Mozart
	1 Giovanni Pierluigi da Palestrina
	5 Sergei Prokofiev
	4 Nikolai Rimsky-Korsakov
	5 Arnold Schoenberg
	5 Igor Stravinsky
	4 Peter Ilyich Tchaikovsky
	2 Antonio Vivaldi
	4 Richard Wagner

0 = No response

1-5 = Code in the number given by the student (right or wrong).

9 = I don't know or any other response.

404004-3

Below are two lists. In the blank space beside each description in List B, write the number of the most appropriate period of music history from List A. The name of each period of music history may be used once, more than once, or not at all.

List A		List B
1. Renaissance period	5	A tone-row, containing all twelve chromatic tones in a succession chosen by the composer, is the basis for many compositions.
2. Baroque period	2	The melody and the bass are written out. The bass is played on a continuo instrument (harpsichord or organ) and a sustaining instrument (cello or bassoon). Above the bass notes, the keyboard player improvises the required harmonies.
3. Classical period	5	Intervals smaller than semitones; electronic instruments are used.
4. Romantic period	2	Concerto grosso and the solo concerto are developed.
5. Modern period	4	The art song, the character piece for piano, and the symphonic poem are prominent.
	3	The symphony, the string quartet, and the piano sonata as we know them today are developed.

DOCUMENTATION PAGE

NAEP #: E 6-404004-32A-3

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Open Ended
Scoring Type: Hand Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 17

Total Time in Seconds: 0303

Below are two lists. In the blank spaces beside each description in List B, write the number of the most appropriate period of music history from List A. The name of each period of music history may be used once, more than once, or not at all.

List A		List B
1. Renaissance period	5	A tone-row, containing all twelve chromatic tones in a succession chosen by the composer, is the basis for many compositions.
2. Baroque period	2	The melody and the bass are written out. The bass is played on a continuo instrument (harpsichord or organ) and a sustaining instrument (cello or bassoon). Above the bass notes, the keyboard player improvises the required harmonies.
3. Classical period	5	Intervals smaller than semitones; electronic instruments are used.
4. Romantic period	2	Concerto grosso and the solo concerto are developed.
5. Modern period	4	The art song, the character piece for piano, and the symphonic poem are prominent.
	3	The symphony, the string quartet, and the piano sonata as we know them today are developed.

0 = No response.

1-5 = Code in the number given by the student (right or wrong).

9 = I don't know or any other response.

501050-1,2

Listen carefully to the music. What kind of music is this?

- ○ Jazz
- ○ Folk
- ○ Gospel
- ● Rock
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-501050-A1A-12

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: A. Identify and describe the features which characterize a variety of folk, ethnic, popular, and art music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13
Total Time in Seconds:	0050	0045

Source Information:
Beatles, "Hey Jude" (excerpt), The Beatles/1967-1970, Capitol Records, Inc., SKBO-3404, Permission not given to release music.

501052-1,2,3

Listen carefully to the three music selections. Which one would most likely be played in an Oriental country?

- ○ Selection 1
- ○ Selection 2
- ● Selection 3

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: F 6-501052-A1A-123

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: A. Identify and describe the features which characterize a variety of folk, ethnic, popular, and art music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0087	0091	0091

Source Information:

Selection 1:
Scott Joplin, "Maple Leaf Rag" (excerpt), Original Ragtime, Claude Bolling, pianist, Columbia Records (CBS Records) PC-33277, Used by permission of CBS Records.

Selection 2:
Wolfgang Amadeus Mozart, "Minuet Allegretto and Trio" (excerpt), Symphony No. 40 in G Minor K.550, The Philadelphia Orchestra, Otto Klemperer, Conductor, Angel Records (Capitol Records, Inc.) S-36183, Used by permission of Capitol Records.

Selection 3:
Excerpt from "Tabuh Pisan" from Gamelan Semar Pegulingan: Gamelan of the love god, Recorded in Bali by Robert E. Brown, (H-72046), Used by permission of Nonesuch Records.

501054-2,3

Listen carefully to the three musical selections. Which two selections are more closely related?

- ○ Selections 1 and 2
- ○ Selections 2 and 3
- ● Selections 1 and 3
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: E 6-501054-A1A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: A. Identify and describe the features which characterize a variety of folk, ethnic, popular, and art music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0106	0110

Source Information:

Selection 1:
Bob Dylan, "The Times They are A-Changin'" (excerpt), Bob Dylan's Greatest Hits, Columbia Records (CBS Records) PC-9463, Used by permission of CBS Records.

Selection 2:
"Baby, I Don't Cry Over You" (excerpt), performed by Billie Holiday, MCA 2-4099, Used by permission of MCA Records, Inc.

Selection 3:
Steve Goodman, "The City of New Orleans" (excerpt), Hobo's Lullaby, Arlo Guthrie, performer, Reprise Records (Warner Bros. Records, Inc.) MS-2060, Used by permission of Warner Bros. Records, Inc.

501057-1,2,3

A. In which part of the world would a balalaika be used?

- ○ Italy
- ○ China
- ○ Indonesia
- ● Russia
- ○ Polynesia
- ○ Japan

- ○ I don't know.

B. In which part of the world would a shofar be used?

- ○ India
- ○ Sub-Saharan Africa
- ○ Switzerland
- ○ Australia
- ● Israel
- ○ China

- ○ I don't know.

(Continued)

C. In which part of the world would a sitar be used?

- ▬ India
- ⬭ Sub-Saharan Africa
- ⬭ Japan
- ⬭ Australia
- ⬭ Polynesia
- ⬭ Italy
- ⬭ I don't know.

D. In which part of the world would an alphorn be used?

- ⬭ Indonesia
- ⬭ Russia
- ▬ Switzerland
- ⬭ China
- ⬭ Israel
- ⬭ Australia
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-501057-A1A-123

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: A. Identify and describe the features which characterize a variety of folk, ethnic, popular, and art music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13	17
Total Time in Seconds:	0110	0098	0098

501059-2,3

A. Listen carefully to the music. Which one of the following is most emphasized?

- ⬭ Accent
- ⬭ Melody
- ▬ Rhythm
- ⬭ Harmony

- ⬭ I don't know.

B. In which culture would this music most likely be performed?

- ⬭ Black American
- ▬ American Indian
- ⬭ Mexican American
- ⬭ Japanese American

- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: E 6-501059-A1A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: A. Identify and describe the features which characterize a variety of folk, ethnic, popular, and art music.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0068	0065

Source Information:
"Ending Ceremonial Dance" (excerpt), Songs of Love, Luck, Animals and Magic: Music of the Yurok and Tolsua Indians, Loren Bommelyn, Walter Richards, Jr., and Sam Lopez, leaders, New World Records (Recorded Anthology of American Music) NW-297, Used by permission of New World Records.

502050-2,3

Listen carefully to the two pieces of music.

A. How are the pieces similar?

- ▬ Both have a ragtime rhythm.
- ⬭ Both are a form of folk music.
- ⬭ Both have a rock rhythm.
- ⬭ The two are not similar.
- ⬭ I don't know.

B. In which one of the following countries did this style of music start?

- ⬭ France
- ⬭ England
- ⬭ Jamaica
- ▬ United States
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: F 6-502050-A1A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	13	17
Total Time in Seconds:	0086	0103

Source Information:

Selection 1:
Scott Joplin, "Maple Leaf Rag" (excerpt), Original Ragtime, Claude Bolling, pianist, Columbia Records (CBS Records) PC 33277, Used by permission of CBS Records.

Selection 2:
Claude Achille Debussy, "Golliwog's Cakewalk" (excerpt), The Children's Corner, The French National Radio Orchestra, Jean Martinon, Director, Angel Records (Capitol Records, Inc.) S-37064, Used by permission of Capitol Records, Inc.

A. Listen carefully to the music. This music uses folk music themes from which one of the following?

- ⬭ The English Countryside
- ⬭ The American Revolution
- ⬭ The Mexican-American War
- ▬ The American West
- ⬭ I don't know.

B. In which period was this music written?

- ⬭ The Baroque
- ⬭ The Classical
- ⬭ The Romantic
- ▬ The Twentieth Century
- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-502052-A1A-3

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap: 17

Total Time in Seconds: 0085

Source Information:
Aaron Copland, "Hoedown" (excerpt), The Coplang Album, New York Philharmonic, Leonard Bernstein, Conductor, Columbia Records (CBS Records) MG 30071, Used by permission of CBS Records.

502054-3

Listen carefully to the music. It was composed during the Romantic Period.

Who was the composer of this music?

- ○ Wolfgang Amadeus Mozart
- ○ Ludwig von Beethoven
- ○ Johann Sebastian Bach
- ● Johannes Brahms
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-502054-A1A-3

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap: 17

Total Time in Seconds: 0059

Source Information:
Johannes Brahms, Symphony No. 4 in E Minor, Opus 98, "Allegro non troppo" (excerpt), London Philharmonic Orchestra, Sir Adrian Boult, Conductor, Angel Records (Capitol Records, Inc.) S-37034, Used by permission of Capitol Records, Inc.

502057-1,2,3

Listen carefully to the four music selections.

Which one of the selections was composed by John Phillip Sousa?

- ○ Selection 1
- ○ Selection 2
- ● Selection 3
- ○ Selection 4

- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: K 6-502057-A1A-123

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: D. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap:	9	13	17
Total Time in Seconds:	0141	0134	0144

Source Information:

Selection 1:
Johann Strauss, "Blue Danube Waltz" (excerpt), The Blue Danube-A Johann Strauss Festival, The Philadelphia Orchestra, Eugene Ormandy, Conductor, Columbia Records (CBS Records) MS-6217, Used by permission of CBS Records.

Selection 2:
Leo Arnaud, "Olympic Fanfare" (excerpt), Bugler's Dream, Concert Arts Symphony Band, Felix Slatkin, Conductor, Angel Records (Capitol Records, Inc.) S-36936, Used by permission of Capitol Records, Inc.

Selection 3:
John Philip Sousa, "Semper Fidelis" (excerpt), Concert Arts Symphony Band, Felix Slatkin, Conductor, Angel Records (Capitol Records, Inc.) S-36936, Used by permission of Capitol Records, Inc.

Selection 4:
Bedfich Smetana, "The Moldau" (excerpt), The Cleveland Orchestra, George Szell, Conductor, Odyssey (Columbia) Records (CBS Records) Y-30049, Used by permission of CBS Records.

502060-1,2

Listen carefully to the music. What kind of music is this?

- ( ) A polka
- ( ) A march
- ( ) A tango
- (●) A waltz
- ( ) I don't know.

DOCUMENTATION PAGE

NAIP #: K 6-502060-A1A-12

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: Music Excerpt

Age Overlap: 9 13

Total Time in Seconds: 0039 0037

Source Information:
Johann Strauss, "Vienna Blood" (excerpt), The Blue Danube-A Johann Strauss Festival, The Philadelphia Orchestra, Eugene Ormandy, Conductor, Columbia Records (CBS Records) MS-6217, Used by permission of CBS Records.

502069-1

Was each of the following people a famous composer of music? Fill in one oval in each box.

		Yes	No	I don't know.
A.	Johann Sebastian Bach	●	○	○
B.	George Washington	○	●	○
C.	W. A. Mozart	●	○	○
D.	William Shakespeare	○	●	○
E.	Napoleon	○	●	○
F.	Beethoven	●	○	○
G.	Galileo	○	●	○
H.	Tchaikovsky	●	○	○
I.	Franklin Roosevelt	○	●	○
J.	Mark Twain	○	●	○

DOCUMENTATION PAGE

NAEP #: R 6-502069-A1A-1

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: B. Identify and describe the music and musical style of the various stylistic periods in Western civilization (e.g., medieval, renaissance, baroque, classical, romantic). Identify representative composers of each period.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 9

Total Time in Seconds: 0100

503050-2,3

A. Which one of the following songs was written during the American Civil War?

- ⬭ "We Shall Overcome"
- ⬭ "The Star Spangled Banner"
- ⬭ "Where Have All the Flowers Gone"
- ▬ "Battle Hymn of the Republic"
- ⬭ "A Mighty Fortress"

- ⬭ I don't know.

B. Which one of the following songs was made popular during the Viet Nam War?

- ⬭ "We Shall Overcome"
- ⬭ "The Star Spangled Banner"
- ▬ "Where Have All the Flowers Gone"
- ⬭ "Battle Hymn of the Republic"
- ⬭ "A Mighty Fortress"

- ⬭ I don't know.

(Continued)

C. Which one of the following songs was made popular because of the Protestant Reformation?

- ○ "We Shall Overcome"
- ○ "The Star Spangled Banner"
- ○ "Where Have All the Flowers Gone"
- ○ "Battle Hymn of the Republic"
- ● "A Mighty Fortress"

- ○ I don't know.

D. Which one of the following songs was written during the War of 1812?

- ○ "We Shall Overcome"
- ● "The Star Spangled Banner"
- ○ "Where Have All the Flowers Gone"
- ○ "Battle Hymn of the Republic"
- ○ "A Mighty Fortress"

- ○ I don't know.

(Continued)

E. Which one of the following songs was made popular during the American Civil Rights Movement?

- ▬ "We Shall Overcome"
- ⬭ "The Star Spangled Banner"
- ⬭ "Where Have All the Flowers Gone"
- ⬭ "Battle Hymn of the Republic"
- ⬭ "A Mighty Fortress"

- ⬭ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-503050-A1A-23

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: C. Cite examples of ways in which man utilizes music in his social and cultural life.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0138	0134

503051-1

Which one of the following kinds of music is most often used to help babies go to sleep?

- ○ March
- ○ Waltz
- ● Lullaby
- ○ Hymn
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-503051-A1A-1

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: C. Cite examples of ways in which man utilizes music in his social and cultural life.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 9

Total Time in Seconds: 0025

503052-1

Choose the one response that is most correct.

Although all peoples of the world make music,

- ● music may differ from culture to culture.
- ○ some races make better music than other races.
- ○ everyone automatically understands everyone else's music.
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: R 6-503052-A1A-1

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: C. Cite examples of ways in which man utilizes music in his social and cultural life.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap: 9

Total Time in Seconds: 0031

503053-1,2

Why is music often played in shopping centers, restaurants, or doctors' offices?

- ○ To cover up noises in these places
- ○ To teach the customers new songs
- ○ To keep people awake
- ● To make these places more pleasant
- ○ I don't know.

DOCUMENTATION PAGE

NAEP #: K 6-503053-A1A-12

Year 10 Objective: V. Identify and Classify Music Historically and Culturally.

Year 10 Subobjective: C. Cite examples of ways in which man utilizes music in his social and cultural life.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	9	13
Total Time in Seconds:	0026	0024

600013-2,3

How often do you seek out and read a book, magazine or newspaper article on music, musical shows or musical appreciation?

- ⬭ Every day
- ⬭ A few times a week
- ⬭ Once a week
- ⬭ Once a month
- ⬭ Once a year or less

DOCUMENTATION PAGE

NAEP #: F 6-600013-32A-23

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0028	0026

600018-2,3

How often do you seek out and read a book, magazine or newspaper article on the lives of composers or performers?

- ⬭ Every day
- ⬭ A few times a week
- ⬭ Once a week
- ⬭ Once a month
- ⬭ Once a year or less

DOCUMENTATION PAGE

NAEP #: B 6-600018-32A-23

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0026	0027

600019-2,3

How often do you seek out and read a book, magazine, or newspaper article that deals mainly with records, tapes, or hi-fi equipment?

- Every day
- A few times a week
- Once a week
- Once a month
- Once a year or less

DOCUMENTATION PAGE

NAEP #: R 6-600019-32A-23

Year 10 Objective: I. Value Music as an Important Realm of Human Experience.

Year 10 Subobjective: C. Value music in the life of the individual, family and community.

Exercise Type: Multiple Choice
Scoring Type: Machine Scored
Administration Mode: Group

Stimulus Used: No Stimulus

Age Overlap:	13	17
Total Time in Seconds:	0027	0027

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